

IAY/JC Survey Codes

Violence - General

- B* Students produce written or pictorial work with violent themes or images.
- C* In terms of problem behaviour, the problems are becoming more complex and weapons are being used more frequently.

Drugs

- B Students are accessing mood-altering substances such as prescribed drugs, illegal or controlled substances (marijuana, alcohol) in their homes or neighbourhoods.

Aggression - Girls

- B Girls engage in physical aggression (hitting, kicking, punching, slapping, or shoving, etc.).
- B Girls engage in relational aggression, (hurting others with malicious gossip, rumours, intentional exclusion or isolation).

Aggression - General

- B Students who use menacing verbal or body language (taunting, ridiculing, or threatening).
- B Students who are aggressively reactive (make a mess; scatter, throw or break things; kick furniture; slam things on desks, or bang a wall, etc.)

Gangs

- C Youth gangs really have only a negligible effect on student life in my school. (reverse scored)

Outcasts

- B Students who are rejected by peers because they are awkward or socially inept.
- C Once students are identified as losers by peers, it's usually not easy for them to change that status.

Conduct Disorder

- B Students who regularly tell outright lies; e.g., to obtain things, con others, or evade responsibility.
- B Students who appear to enjoy their power to exert control over others with aggressive behaviour.

Sexual Misconduct

- B Students who have engaged in sexually aggressive behaviour (staring, touching, fondling, indecent language/gesturing, or intentional bumping, etc.) which offended another student.

Attention Deficit Hyperactivity Disorder

- B Students who consistently interrupt and intrude, often in impulsive or aggressive fashion.

- B Students who have difficulty attaining prescribed levels of effectiveness because they are easily distracted, careless or forgetful.

Oppositional Defiant Disorder

- B Students who have on-going problems with authority, rules and regulations.
- B Students who regularly exhibit negative, hostile or defiant attitudes.

Learning Disabilities

- B Students who have learning disabilities and require special attention.
- B Students who are easily frustrated, showing agitation or creating disturbances.

Internalizing Disorders

- B Students who show problems with worries, fears, or tension.
- B Students who appear withdrawn, showing generally lowered mood and flat emotion.

Social skills

- C Students show respect for each other and exhibit sensitivity and compassion in their interpersonal relationships. (reverse scored)
- C Very few students have problems with general social competence and interpersonal relationships. (reverse scored)

Resources/Training/Support (positives for scoring purposes)

Bullying

- C Students are best left to solve their own problems concerning bullying so that they can learn to become strong and self-reliant. (reverse scored)
- C Bullying is addressed with written policy, classroom activities and parental involvement.

Parents

- C When I contact parents, I am supported by them in my efforts to work with their child's academic or behavioural problems.

Curriculum

- C My curriculum includes mediation, problem solving, and conflict resolution skills.
- C My curriculum includes specific training in morality and basic values.

Teacher Training

- C When I attended university, the identification and management of learning and behavioural disorders was a standard component of teacher training.

Policy

- C Our school approaches violence with a standardized gradation of consequences for students who transgress codes of behaviour.

CH

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* Refers to Section B or Section C in the survey