**Risk and Safety Factors Card Activities**

**ACTIVITY 1**

What risk and safety factors are within the school’s circle of influence? Consider having faculty and staff do the following activity, and then have student, family or community groups do it separately and compare results.

Print off the “Risk Factor” and “Protection Factor” item cards found in the “SSS Circle of Influence” activity following the hard copy of the SSS, located at the end of this chapter, or at pbismissouri.org (Tier 1 Team Workbook). Print “Risk Factors” a different color from “Protective Factors”, and then cut apart the cards. On a piece of chart paper, draw a double-ended arrow across the top. Above the arrow on the far left, write “No Influence;” at the mid-point of the line, write “Some Influence;” and above the arrow on the far right, write “Significant Influence.”

Have individuals or small groups draw cards from the stack and discuss whether the school has “no influence,” “some influence,” or “significant influence” over the risk or protective factor listed on the card. Groups can merge to share thoughts if time allows. A spokesperson from each group will then state the factor they discussed, and explain where on the continuum of influence they determined that the factor should fall. Using tape loops, place the factors where the groups determine they fall along the continuum. Results of these dialogs will inform decision-making with School Safety Survey results.

How can your SW-PBS Leadership Team plan for these kinds of activities with various stakeholder groups?

**ACTIVITY 2**

**RISK ITEMS:** Look at the Risk Item Chart. Remember, those items for which there is a relatively low score are low risk; those for which there is a relatively high score are high risk. As a team, complete the following activity:

* + - * Mark with a star those risk factors that are “low” and can be celebrated. Consider what actions are in place that might contribute to the “low” risk rating. What action steps need to be put in place to sustain these outcomes?
      * Mark with a minus sign those items that the group feels are higher than expected or desired. Circle those items that the team determined were within their circle of influence.
      * Prioritize which of the risk items are identified as “high” (minus) and influence- able (circled) through team talk.
      * Does the group need more information before making plans for action steps? If yes, outline a plan to gather more information, a timeline for review, and determine desired outcomes from that activity. If no, determine which risk factors to prioritize for action planning.
      * At this point the group may develop a plan for sharing results, gathering further input, or begin developing action steps for their highest priority risk factor.

**PROTECTION ITEMS:** Look at the Protective Item Chart. Remember, those items for which there is a relatively high score are factors that protect students; those for which there is a relatively low score are areas where protective factors are lacking. As a team, complete the following activity:

* + - * Mark with a star those protection factors for which there are relatively high scores, and are opportunities for celebration. Consider what systems and practices are in place that might be contributing to the “high” protection rating. Consider what action steps might need to be put in to place to sustain these outcomes?
      * Mark with a minus those items that are lower than expected or desired.
      * Circle those items that the group determined to be within the school’s circle of influence.
      * With your team, prioritize those Protection items identified as “low” (minus) and influence-able (circled).
      * Does the group need more information before selecting action steps? If yes, outline a plan to gather more information, a timeline for review, and determine desired outcomes from that activity. If no, prioritize low protective factors for action planning.
      * At this point, the group may develop a plan to share results, gather input, or develop action steps to address their highest priority/low rated protective factor.