

S. I. I.

Sphere of Influence Inventory

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Instructions

Using a checkmark, please indicate your degree of influence (sphere of control) when addressing family factors, societal circumstances, and school policies and practices contained in this inventory. Space is provided for comments.

Family Factors

1. The family's socio-economic level
2. The family type (note: there are over ten different types)
3. Homelessness
4. The neighborhood where the family lives
5. The family's housing arrangements

Birth Issues

1. Traumatic birth
2. Low birth weight
3. Premature birth
4. Damage prenatally, i.e. Alcohol/drugs, smoking, adverse stress, undernourishment, chemical toxins, sexually transmitted diseases, etc.

Life's Circumstances

1. Innate capacity (I.Q.)
2. Gender
3. Right/left handedness
4. Chronological age at school entrance
5. Learning disabilities
6. Physical disabilities
7. Conduct disorders
8. Emotional problems
9. Childhood depression
10. Learning styles(s)
11. Maturation level
12. Emotional I.Q.
13. Transience
14. Attendance
15. Tardiness
16. Culture
17. First language (primary language spoken at home)
18. Traumatized, i.e. divorce, family dysfunction, move, school change, parent incarcerated, death of a family member, violence, neglect, terminal illness of a family member/friend, etc.

Health/well-being outside of school

Do educators have any control over whether the child:

1. Is exposed to environmental toxins, i.e. lead, pesticides, fertilizers, etc.
2. Has proper nutrition (three balanced meals daily)
3. Has access to timely medical care
4. Suffers from abuse or neglect
5. Receives 9-10 hours of sleep per night
6. Is properly clothed for the occasion/weather
7. Receives positive attention daily
8. Receives daily affection
9. Maintains appropriate personal hygiene

Parental Supervision

Do educators have any control over whether the parent:

1. Pays attention to how much time a child spends watching television
2. Monitors television programs the child watches
3. Tracks the amount of time their child spends on the computer
4. Monitors their child's computer activities
5. Keeps track of time spent on homework

Parental Involvement

1. The number of books in the home
2. How often is the child read to
3. How often is the child sung to or with
4. Whether the child receives assistance with homework
5. How much time is spent talking with the child each day
6. Whether the child is supervised at all times

Department Prior to School

Do educators have any control over whether:

1. The child has knowledge of basic manners
2. The child is disciplined and well behaved
3. The child delayed gratification
4. The child knows right from wrong

Parent Character

Do educators have any control over whether:

1. The child is exposed to an alcohol/drug filled environment
2. The child is exposed to second hand smoke
3. The child is exposed to domestic/societal violence
4. The child is exposed to profanity
5. The parent models appropriate decorum
6. The child is disciplined in a non-physical, non-abusive manner
7. The parent supports the school

Societal Circumstances

Do educators have any control over whether the child:

1. Is exposed to songs with inappropriate lyrics
2. Has access to adult websites, i.e. hate groups, pornography, sex, violence, bomb making, etc.
3. Is pressured by the media and peers to be thin
4. Is pressured by the media to be materialistic, i.e. brand name clothes, personal products, toys, jewelry sunglasses, etc.
5. Has access to violent video games
6. Has access to movies and videos with an adult theme, i.e. sex, violence, pornography, mayhem, rudeness, profanity, etc.
7. Has access to television programs with adult content
8. Has access to 900 telephone numbers
9. Access to tobacco products
10. Has access to drugs and alcohol
11. Is exposed to adult advertising
12. Has access to harmful weapons
13. Has access to adult diet products
14. Has access to magazines with adult material

School Policies and Practices

1. Class size
2. Automatic social promotion
3. Full inclusion “at all costs”
4. Adoption of a “whole math” program
5. Age/grade specific group standardized testing
6. Age/grade specific standards
7. Age/grade specific textbook adoptions
8. Lock-step, time-bound school structure
9. Adequate staff support, i.e. social worker(s), guidance counselor(s), aides, etc.
10. Adequate school funding
11. Adoption of Developmentally Inappropriate Practices

The S.I.I. is designed to help educators identify factors and circumstances along with school policies and practices that are within their sphere of control and then act on them.

This unique inventory is a useful tool to clarify the role of the parent/guardian, the school, and the greater society and which roles should be shared.

The author’s intent is to help school officials gently remind the public that our schools cannot solve the problems of the world single handedly.