

CHAPTER 5



Program Environment and Safety

PROGRAM ENVIRONMENT AND SAFETY

This Chapter covers the following Core Competencies:

- 1:** Ensures for the health and safety of participants
- 2:** Follows safety and emergency procedures
- 6:** Ability to connect and relate to youth
- 8:** Supports positive relationships between staff and program participants
- 9:** Supports positive relationships between participants

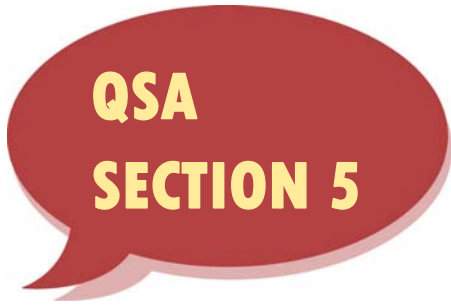
Overview

Think about a time when you felt unsafe. Did your heart rate go up? Were you nervous or jittery? Did you have trouble concentrating?

Creating a warm and safe environment for your participants is one of your foremost responsibilities. There is no way you can help youth learn new skills or make academic progress if they are distracted with worry about their emotional or physical well-being.

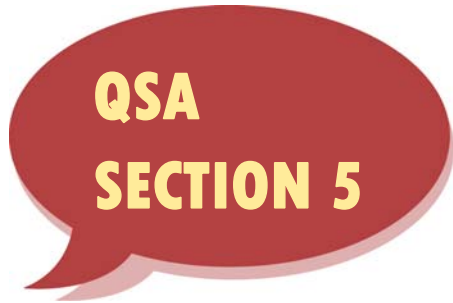
Participants may feel unsafe or unwelcomed for a variety of reasons. They may not know anyone or have conflicts with other youth in the program. They may have had negative prior experiences in a similar program. Or they may be uncomfortable with staff they don't know and who are not reaching out to them.

Creating a safe and welcoming environment does not happen automatically -it takes a great deal of staff and student effort! This chapter will provide you tools, tips, and ideas for how to create a truly safe and comfortable program environment for your participants so that they can focus their energy on all of the fun and engaging activities and learning you have planned for them.



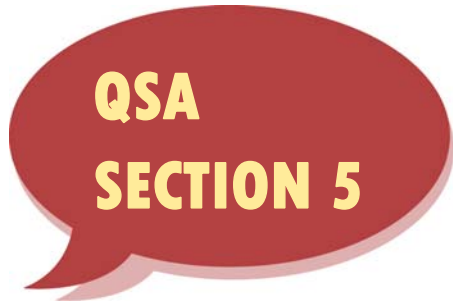
In our program the environment is conducive to independent interactions amongst youth

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Program environment is conducive to independent interactions amongst youth</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Space is cluttered, crowded or noisy <input type="checkbox"/> Program materials are disorganized <input type="checkbox"/> Staff need to intervene when materials need to be shared <input type="checkbox"/> Youth are roaming the halls or open spaces with no monitoring. <input type="checkbox"/> Bathroom use is un-monitored and leads to rowdy behavior or messes 	<ul style="list-style-type: none"> <input type="checkbox"/> Materials and supplies are organized and accessible to youth <input type="checkbox"/> Youth are aware of what materials they can use, when <input type="checkbox"/> If youth need to share resources (computers, books, games, etc.) an organized system exists (sign-ins, etc.) <input type="checkbox"/> Youth have a buddy system for bathrooms, passes are used when youth leave assigned spaces 	<ul style="list-style-type: none"> <input type="checkbox"/> Youth have leadership roles to set up and maintain program space <input type="checkbox"/> Youth use empowered language to share materials such as, "I'll come find you when I am done using this..." <input type="checkbox"/> Youth take charge of cleaning up space after an activity <input type="checkbox"/> Youth use group agreements to remind each other to be responsible for the space <input type="checkbox"/> Staff notice when a particular resource or activity is becoming disorganized, and create an organizational system to prevent problems (i.e. – if you notice youth are making a mess with the glitter, you could put the glitter into a salt shaker)



In our program we have the ability to connect and relate to youth

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>We have the ability to connect and relate to youth</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff don't know all participants' names <input type="checkbox"/> Staff interact physically with youth (allow them to sit on their laps, aggressive tickling, wrestling) <input type="checkbox"/> Staff interact with youth on Facebook or through texting <input type="checkbox"/> Staff ignore hurtful comments <input type="checkbox"/> Each staff person handles conflicts in their own way- no set procedure exists 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members address youth by name <input type="checkbox"/> Youth-staff ratios do not exceed 20:1 <input type="checkbox"/> Youth-staff interactions are relaxed and respectful <input type="checkbox"/> Group agreements are used to define expectations for staff and youth <input type="checkbox"/> Staff intervene when a hurtful comment is made <input type="checkbox"/> Staff know which youth need extra support 	<ul style="list-style-type: none"> <input type="checkbox"/> Group agreements are reviewed regularly <input type="checkbox"/> Program defines hurtful words/hate speech that youth agree not to use <input type="checkbox"/> Youth remind each other when a group agreement is violated <input type="checkbox"/> Staff use knowledge of youth culture to connect in appropriate ways (demonstrate appropriate youth-staff boundaries)



In our program staff follow safety and emergency procedures

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Staff follow safety and emergency procedures</p>	<ul style="list-style-type: none"> ❑ Staff are not knowledgeable about their role of mandated reporter, or do not take this responsibility seriously ❑ Staff make bad choices about when to ignore an issue, leading to youth hurting themselves or each other ❑ No safety plan or emergency procedures exist 	<ul style="list-style-type: none"> ❑ Staff can summarize legal reporting requirements for reporting child abuse or when a person may do harm to him or herself or another ❑ Staff understand when it is appropriate to inform and involve supervisor ❑ Staff can implement key aspects of site safety plan ❑ Staff know health and safety procedures and can share them with others 	<ul style="list-style-type: none"> ❑ Staff discuss issues with particular youth in a special meeting to share information and pay close attention to youth warranting concern ❑ Staff regularly share with youth their role as mandated reporter, so youth confidentiality is never broken ❑ Staff and youth practice the safety plan ❑ Youth are in charge of health and safety procedures, and teach them to each other

**QSA
SECTION 5**

In our program staff ensure the health and safety of participants

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
<p>Staff ensure the health and safety of participants</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There are safety hazards in the youth spaces such as chemicals, spills, materials on high shelves <input type="checkbox"/> Staff ignore or don't notice when a potentially unsafe situation occurs <input type="checkbox"/> Modifications are not made for youth who need special accommodations or adjustments to participate 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff prepare the program space to be free of foreseeable hazards <input type="checkbox"/> Staff intervene when potentially unsafe situations occur <input type="checkbox"/> Staff can perform basic first aid 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are aware of participants' health and medical needs as appropriate, and adjust activities as needed <input type="checkbox"/> Staff proactively prevent unsafe situations from occurring



TIPS

Establish basic safety procedures and a behavior guidance plan

- ❑ Post rules/expectations in every space used by the program. Keep rules clear, concise, and positive.
- ❑ Create an emergency plan and make sure all staff and participants are aware of the plan. Run emergency drills as needed.
- ❑ Be consistent. Have consistent rewards and consequences. Be fair when giving consequences; give participants equal chances.
- ❑ Keep cool. Use a calm voice. If you shout, youth will shout over you.
- ❑ Do one thing at a time. Give clear, step-by-step directions both verbally and visually. Do not hand things out until you have finished giving directions.
- ❑ Identify a consistent method of getting participant attention and use it. For example, clap your hands, turn the lights on and off, or ring a bell.
- ❑ Catch your participants being good.
 - “Johnny, you are sitting in your chair, good job!”
 - “Maria, I appreciate that you’re ready to move on to the next activity.”
- ❑ Less is more. If a youth is being disruptive:
 - give them “the look”
 - walk near them
 - quietly investigate, clarify, or redirect behavior
- ❑ Change things up. If the group dynamics are ineffective, consider these options:
 - separate participants from each other or the group
 - move on to something else
 - take a timeout

Help participants and staff buy-in to and understand the behavior guidance and safety plans

- ❑ Train your staff with up-to-date tips and techniques on behavior management. Have staff share what works best in their situation.
 - ❑ Let youth choose. Participants can choose their behavior and accept the consequences:
 - “Ashley, do you want to work on the assignment or sit quietly with your head down?”
 - “Marcus, do you want to get this done now or during the break?”
 - ❑ Have participants choose their favorite type of attention-getter that works best for the specific type of program, or have the youth create their own new attention getter.
 - ❑ Check in with school day staff regularly to get their ideas about program behavior management.
 - ❑ Create a specific behavior management plan between the program and school day for specific students, and check on the progress and improvement of behavior.
 - ❑ Create a rewards system for individual youth, classes, or the entire program.
 - ❑ Create a community environment where participants understand the need for positive behavior and following safety procedures.
- ### Support participants in taking responsibility for the program environment
- ❑ Encourage participants to report unsafe situations to staff.
 - ❑ Teach participants to take responsibility for their own actions and “change their choice” before a negative situation arises or becomes even bigger.
 - ❑ Help participants to use their voice and use positive language when conflict arises.
 - ❑ Teach participants to help resolve conflict while understanding the difference between helping and getting too involved in another student’s personal business.



HOW TO

Implement Safety and Emergency Procedures

There are many things in your program that you probably do not have control over. For example, that gate that never stays shut, a lack of storage space, or bathrooms that are far from the main program area. Although you may not be able to resolve these physical safety issues, there are certain things that you can do to make sure that participants are not affected by them.

- Make notes of any physically dangerous situations and take action to keep participants away from the area until the situation is resolved. For example, keep participants away from broken playground equipment, spills or other dangerous areas by roping off the area with cones or caution tape.
- Report any building issues that need attention to the upper management or custodial staff in a timely manner. Inadequate lighting, malfunctioning plumbing, or noxious odors may go unnoticed by the staff members who have control over fixing them, but will probably be quickly picked up on by your participants and staff.
- Make sure you know where all youth are at all times. Send participants to the bathroom with a buddy, do not allow youth to wander around your program unsupervised, and help youth access the resources they need by keeping them handy so they don't need to go running around looking for equipment (e.g. keep a homework box with school supplies in it available during homework time).
- Ensure all of your staff have received Mandated Reporter training and are aware of their role and responsibilities. Free Mandated Reporter training is available online at: <http://www.mandatedreporter.ca.com/>
- Help your staff gain CPR and First Aid certification by providing the training onsite or helping to cover the costs.
- Make sure both staff and youth know how and feel encouraged to report unsafe situations to you. (See Tools: *Safety Card*)
- Conduct surveys or focus groups with youth at least twice a year to get their feedback on their feelings of safety within the program. Take actions to address any situations that are making them feel unsafe.
- Train all staff and participants on your program's emergency plan. Practice emergency drills at least twice a year. (See Tools: *Best Practices and Quick Tips for Emergencies*)
- Make sure you have parent/caregiver emergency contact information easily accessible at all times (e.g. printed out in a folder).

What Should I Have in My Toolbox?

- Safety Cards (see Tools)
- Emergency Contact Information for all participants and staff
- First Aid Kits



I have a tight budget, what is this going to cost me?

- CPR and First Aid training course costs vary by instructor. You can visit www.redcross.org/take-a-class or search online for local instructors. Courses can also be done online.



Safety Card

Use this card to report any unsafe situations to the Site Coordinator/Program Manager.

Date:	Location:	Situation:	Suggestions for how to fix the problem:



TOOL

Best Practices and Quick Tips for Emergencies

All afterschool staff need to be familiar with your afterschool program's emergency plan and procedures.

If your program is located on a school site, you can find detailed information on how to deal with any Emergency/Crisis by referring to:

- Bilingual CPR Posters
- Crisis Manual
- Crisis Response Team
- SFUSD Emergency Procedure flip chart
- SFUSD Guidelines for School First Aid Procedures flip chart
- Updated Afterschool Emergency Plan

If you are a community-based program, speak with your Operations Manager or Executive Director about gaining access to documents such as CPR posters, First Aid charts and kits, evacuation route maps and procedures, etc.

The following are a series of suggestions for how to proceed in various emergency situations.

EARTHQUAKE RESPONSE

Check for injuries. Do not move seriously injured persons unless they are in immediate danger of further injury. Cover injured with blankets and call immediately for first aid. First Aid should be administered by qualified/trained individuals.

If a person is not breathing open their airway and administer CPR. If a person is bleeding, pressure should be applied over the wound with a clean gauze or cloth to stop the bleeding.

Stay calm and encourage others to do so until members of the Fire Department, or other rescue workers have arrived.

FIRE RESPONSE

All fires should be reported to the Executive Director, Principal (if applicable), Site Coordinator/Program Manager, and all designated authorities.

Sound building fire alarm and call 911. Fire Department is to be provided the following information;

- Building address, including nearest cross street (s).
- Program/School name, exact location of fire within building premises.
- Name of person making 911 call and phone number where they can be reached.

BOMB THREAT

Try to ascertain as much information from the caller or source as possible, noting the caller's voice (sex, age, tone, and whether it is familiar or not).

Upon discovery of a suspicious package, box, or strange device **Do Not Touch** or **remove**.

The Site Coordinator/Program Manager will make the decision to evacuate building upon advice of the Fire Department or Police Department.

INTRUDER PROCEDURES

All visitors should appropriately sign in prior to accessing the building and sign out prior to leaving the building. If an intruder has accessed the building, follow the lockdown procedures.

MISSING YOUTH PROCEDURES

Call the youth's home to find out if s/he may have walked home or have been picked-up
If the youth's parent/caregiver is unsure of the youth's whereabouts, call 911

ASTHMA PROCEDURES

- Stay Calm
- Act Immediately
- Call for Help
- **FOR SEVERE ATTACKS, GO TO THE EMERGENCY ROOM**

ALLERGIES

Stay calm
Stay with the participant and call for help
Give quick relief medication (if prescribed)

SEIZURES

Stay Calm
Help the participant to the floor, and place participant on his or her side, if drooling or vomiting.
Clear any objects out of the way

DIABETES

If any afterschool participants have been identified as diabetics, please review their files for an up to date emergency card and make sure you have on file a **DIABETIC EMERGENCY CARE PLAN AND MEDICATION FORM**.



HOW TO

Take Care of Participants' Health Needs

Accidents and injuries happen. As an afterschool program manager or staff member, your job is to a) do everything in your power to prevent accidents and injuries from happening in the first place and b) take quick and effective action once an accident or injury has occurred to mitigate the impact on participants.

There's an old adage that says, "Prevention is the best medicine." And it's true. The more you do to keep participants safe, the less time and energy you will have to spend on patching them back up. The following checklist will help you make sure your program has adequate preventative safety procedures in place – and will guide you through what to have in place in case of an accident or injury.

Prevention Measures:

- You have an updated and complete health card from each participant. (See Tools "Participant Health Card"). Cards are located in an accessible location and include working emergency contact numbers.
- All staff are aware of which youth have urgent health needs such as allergies, asthma, or other conditions – and know what to do if a participant suffers an acute attack while in your program.
- Staff ensure that proper safety equipment is used at all times (e.g. goggles when doing woodwork, helmets when batting in baseball, etc.), and that equipment is used properly and only for its intended purpose.
- Toxic or dangerous materials are not left out (this includes chemical cleaners, scissors for younger children, wires, etc.)
- Staff immediately intervene when unsafe situations are occurring (e.g. participants are misusing equipment, walking near a hazardous area, etc.)
- All staff and participants know what to do in an emergency (where to go, how to behave, etc.).
- Ensure staff are trained in CPR/First Aid and that First Aid kits are readily available.

After the Accident or Injury:

- Stay calm. Get to the participant as quickly as possible, assess the situation, calm/remove other participants as necessary, call 911 if the situation warrants.
- Take care of the participant. Call an emergency contact number from the participants' emergency card if necessary. Inform parent/caregiver of incident.
- Complete an accident/injury form (see Tools for an example). Keep completed forms in a binder in the program office or files.

What Should I Have in My Toolbox?

- Participant Health Cards for all participants and staff (see Tools)
- Accident/Injury Report Form (see Tools)
- First Aid Kits or Backpacks



I have a tight budget, what is this going to cost me?

- Basic First Aid Kits start at \$10 on Amazon
- CPR and First Aid training course costs vary by instructor. You can visit www.redcross.org/take-a-class or search online for local instructors. Courses can also be done online.



Participant Health Card Example

San Francisco Unified School District Date _____
STUDENT EMERGENCY / MEDICAL INFORMATION CARD
(This card needs to be completed every school year)

NAME _____ **HO#** _____
(Last) (First) (Middle Initial)

School _____ Grade _____ Age _____ Home Room/Room _____

Birthdate

Month		Day		Year			

 Sex: M F

Home Address _____ Apt. No. _____ City _____

Zip Code _____ Home Phone _____ Language Spoken at Home _____
(If different from home address above)

Parent / Guardian / Caregiver Name _____ Employer _____ Home Phone _____ Work Phone _____ Cell Phone _____ Pager No. _____	Parent / Guardian / Caregiver Name _____ Employer _____ Home Phone _____ Work Phone _____ Cell Phone _____ Pager No. _____
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CHILD LIVES WITH: Mother Father Caregiver/Guardian Other (specify) _____

EMERGENCY CONTACTS In case child listed above becomes ill or is injured at school and I cannot be contacted, the school authorities have my permission to contact and release my child to the custody of one of the following:

	Name	Relationship	Home Phone	Cell Phone
1.				
2.				
3.				

Health Care Provider _____ Phone _____

To assure prompt attention to your child, PLEASE NOTIFY SCHOOL OF ANY CHANGE OF INFORMATION ON THIS CARD.

English - STOCK #13-0700
Rev. 3/25/04, SFUSD-SSS (Rev. pdp)

*****IMPORTANT: Please Complete Other Side of Card*****

continued on following page...



Participant Health Card Example ...continued

My child has health insurance: Yes No
 If YES, list: _____
 Member #: _____

Student Address Label

NO MEDICAL CONDITION OR

▶ **My child receives regular care for the following medical condition(s):**

Allergies/Allergic to: _____ Date of last reaction: _____

Requires Epinephrine (Circle one): YES NO

Asthma Diabetes ▶ Is Insulin required? (Circle one): YES NO Seizures

▶ Does your child have any other major health issue(s)? Please list: _____

▶ Is your child taking medication(s)? Please list medication(s) and times taken:

Medications / times taken	Medications / times taken	Medications / times taken
▶ <u>Other children attending SFUSD schools:</u>		
Name	School	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

If my child needs to be taken to an emergency facility, he/she will be taken to the nearest one. I give my consent for school authorities to take appropriate action for the safety and welfare of my child.

Rev. 3/25/04, SFUSD-SSS (Rev. pdp)

Parent's/Guardian's Signature

*****IMPORTANT: Please Complete Other Side of Card*****



Accident/Injury Report Form

Date	Participant(s) Name(s)	Description of	Actions taken by	Follow-Up Needed



Create Community Agreements

One of the best ways to start creating a welcoming and safe emotional and social environment for youth is to help them build community with each other and with program staff.

Playing getting-to-know you games, involving everyone in team-building activities, and learning everyone’s names are great first steps to take to ensure that youth feel welcomed and part of your program community. For more ideas on how to help participants feel ownership and investment in your program, see Chapter 6: Youth Development.

Another way to help youth feel safe is to ensure that there are enough rules and parameters in place to give participants a sense of boundaries and expectations. While many of these rules and expectations come from you and your staff (see following How-To’s in this Chapter), it is also important to allow youth to have input and create their own set of expectations for themselves and each other.

One way of doing this is by leading your participants in creating Community Agreements. Here is how it works.

- Gather youth together. This is best done by group, with no more than 20 participants working on one set of agreements.
- Explain to them that they will be creating the guiding principles for their group and that everyone needs to provide input.
- Ask each participant to contribute one agreement (“rule”) that they think should be in place in order to help them feel safe.
- Write their contributions down on a piece of chart paper. Encourage youth to use positive statements, for example, “Encourage each other to do our best,” instead of “Don’t criticize each other’s work.”
- Once all youth have contributed an agreement to the list, ask if anyone has questions about any of the agreements. Are they clear on what each one means? Ask for examples from the group if you or another

participant are unclear of what something looks like.

- Ask whether there are any agreements on the list that someone might not be able to follow. If so, what would make the agreement more palatable to that individual?
- After everyone agrees that the list is complete, ask participants to come up and sign their names on the agreements, thus signifying their acceptance of these agreements.
- Hang the agreements in a prominent location for your group to see at all times.
- You may also wish to type up the agreements so that they can be distributed to parents and caregivers. Participants may also wish to re-write and decorate the agreements on a poster.
- If a participant breaks one of the agreements, encourage youth to remind their peer to follow the agreements. If agreements are being broken with regularity by one or more youth, you may need to take further action. See “How to Create an Afterschool Wide Discipline Program” and subsequent How-To’s on the following pages for ideas on how to address this.

What Should I Have in My Toolbox?

- Chart paper
- Markers



I have a tight budget, what is this going to cost me?

- Just the cost of the supplies listed above.



Create an Afterschool Wide Discipline Program

Believe it or not, young people like structure and order. Creating an Afterschool Wide Discipline Program will provide them with that structure, while also helping staff to guide participants to successful behaviors and program involvement.

1. Connect with the school day.

- Before creating rules for the afterschool program, know the school day rules/expectations.
- Don't reinvent if you don't have to – the school day rules may be applicable afterschool as well.
- Find out if there any absolutes that need to be reinforced afterschool. This will help create support and buy-in from the school day staff.

2. Create the rules, positive recognition, and consequences (see Tools).

- Identify specific rules, positive recognition systems, and consequences for the afterschool program.
- Work with all staff to ensure that the rules are age appropriate and that consequences appropriately address the action.

3. Teach the rules.

Youth don't automatically know the rules. They need to be taught and reminded of them regularly.

- Share the rules with participants and parents.
- Make posters or signs for youth to have a visual reminder. Hang the posters in visible areas!
- Practice the rules. Before enforcing consequences, make sure youth have had a chance to practice and really learn the rules.

4. Be consistent. Consistently reinforce rules with all participants. Remember that staff are there to guide the youth to success, and that all youth (even our favorite youth) should receive the same consequences or positive recognition.

5. Intervene. Create intervention systems (e.g. participant think sheets) to help youth self-monitor their behavior. Often, with a little support, even the most challenging youth can monitor and improve their behavior.

What Should I Have in My Toolbox?

- Program rules (see Tools).
- A positive recognition (rewards) and consequences system (see Tools).
- A think sheet to help students guide their own behavior (see Tools).
- A discipline or behavior management book – find a favorite and add it to your library.



I have a tight budget, what is this going to cost me?

- Staff meeting time: allocate time for staff to understand and discuss the behavior management system.
- Positive recognition (see Tools): free or low-cost.


TOOL

Sample Rules and Expectations for Common Areas

Common Area	Safety	Responsibility	Respect
Cafeteria	<ul style="list-style-type: none"> • Take your place at the end of the line • Walk at all times • Eat only your own food • Sit when eating • Keep aisles clear • Exit in a calm manner • Clean up spills 	<ul style="list-style-type: none"> • Wait in line patiently • Clean up after yourself • Place recyclables in proper containers 	<ul style="list-style-type: none"> • Use good manners • Clean up your area • Keep food inside • Follow adult direction
Gym and Yard Area	<ul style="list-style-type: none"> • Sit properly in bleachers or benches • Leave drinks, food or gum in your bag • Only walk in locker room 	<ul style="list-style-type: none"> • Show good sportsmanship • Return equipment • Listen to adults 	<ul style="list-style-type: none"> • Be a team player • Encourage others
Auditorium: Assemblies/ Special Events	<ul style="list-style-type: none"> • Sit quietly during presentation • Fill in all empty seats • Listen for instructions • Take off backpacks • Dismiss by aisle 	<ul style="list-style-type: none"> • Refrain from talking and remain seated during activity • Focus on the activity • Follow staff instructions 	<ul style="list-style-type: none"> • Applaud appropriately • Put trash in the garbage can • Pay attention & show respect • Refrain from negative responses to performers • Lift up seat when leaving
Library	<ul style="list-style-type: none"> • Use chairs, tables, and equipment appropriately 	<ul style="list-style-type: none"> • Return materials to proper places • Use computers/internet appropriately • Leave food, drink or gum in your bag 	<ul style="list-style-type: none"> • Use inside voice at all times • Respect the property of others
Hallways & Stairways	<ul style="list-style-type: none"> • Walk to the right at all times • Keep hands & feet to yourselves • Use approved staircases • Report all unsafe situations to an adult 	<ul style="list-style-type: none"> • Listen to adults • Follow directions the first time they are given • If you bump into someone, say "Excuse me" 	<ul style="list-style-type: none"> • Use kind words and actions • Use inside voice in the hallways/ staircases • If an adult stops you in the hallway, stop and give your name, if requested, and listen to their direction
Main Office	<ul style="list-style-type: none"> • Use inside voice in the building at all times. 	<ul style="list-style-type: none"> • Ask for assistance, be polite • Obtain permission to use the phone 	<ul style="list-style-type: none"> • Use kind words and show respect to all individuals at all times
Bathrooms	<ul style="list-style-type: none"> • Keep water in sink • Wash hands • Put towels in garbage 	<ul style="list-style-type: none"> • Flush toilets • Inform adults of vandalism 	<ul style="list-style-type: none"> • Give people privacy • Respect the property of others


TOOL

Positive Recognition and Consequence Systems: What Do They Look Like?

Positive recognition is the sincere and meaningful attention you give a student for behaving according to the expectations. When used consistently, positive recognition is often more effective at encouraging students to follow the rules than the fear of consequences is. Positive recognition also improves the climate of your afterschool program.

Positive Recognition

Examples of Positive Recognition

Praise: Effective praise is personal, specific, and genuine. “I am so proud of the way you helped your friend read today, Samantha,” sounds much more meaningful than, “Great job, Samantha.”

Positive Notes and Phone Calls Home: Youth feel proud when their parents or caregivers are made aware of the good work they are doing. Again, the praise should be personal, specific, and genuine.

Special Privileges: These can be awarded to an individual or the whole group and may include extra recess time, employment as the program leader’s helper, participation in field trips, etc.

Public Recognition: Recognition can include a Star Chart display, Youth of the Week, Afterschool Super- Star bulletin boards, or certificates given at a program- wide assembly.

Tangible Rewards: Participants can earn rewards for consistently following the rules, for example, parties, raffle tickets, afterschool bucks, or other point systems that enable youth to “purchase” trinkets such as school supplies.

Positive Repetition: This technique will help encourage participants to follow the many directions you give each day. Positive repetition works best in group situations with at least two youth.

Here’s how positive repetition works:

- Give a direction.
- Immediately look for at least two participants who are following the direction.
- Say the participant’s name and restate the direction as they are following it.

Consequences

Any participant who breaks the rules during the afterschool program must be held to a consistent set of consequences. Where possible, consequences are tied to restitution or making amends

Examples of Consequences

- Verbal warning
- Time away from group and activity
- Note home, youth fills out a Behavior Contract (see Tools), and time away from activity
- Conference with group leader/Site Coordinator, and parent/caregiver will be notified
- Conference with group leader/Site Coordinator and parent/caregiver, and possible suspension from the program
- Suspension of one to five days during which the youth may not be on program grounds during program hours



Behavior Contract

You have been asked to create a behavior contract. TAKE TIME to think clearly about your behavior and answer the following questions CAREFULLY. *Ha hecho preguntado de crear un contrato de portamiento. Tenga tiempo de pensar de su portamiento y conteste las preguntas.*

NAME:	
1. Explain in your own words why your behavior was not acceptable for the program. <i>Explica en sus propias palabras porque su portamiento no fue aceptable para el programa.</i>	
2. Which agreement or rule did you choose to break? <i>¿Cuál regla escogió de romper?</i>	
3. What personal steps can you take to make sure this problem doesn't happen again? <i>¿Qué puede hacer para asegurar que este problema no ocurre de nuevo?</i>	
Youth Signature	Date:
Staff Signature	Date:
Parent/Caregiver Signature	Date:



HOW TO

Use Positive Behavior Guidance

Once the program has a set of clear expectations, make sure staff are highlighting the positive parts of behavior, rather than always focusing on the negative.

Youth who make good behavior choices receive positive reinforcement; youth who make poor choices receive consequences without being singled-out or cut-down.

1. Be concise, be clear, and be consistent.

- Rules should be easy to understand and easy to remember. Use a few simple rules that can apply to many situations and discuss their real-life application with participants. Be safe, be respectful, and be responsible is a great starting point. Being respectful can apply to other participants' property, their feelings, staff, and program property.
- Have staff model the behavior expectations at all times, and consistently remind youth of behavior expectations.

2. Update language in the program—both written and verbal.

- Look at your posted rules—are they positive? For example, instead of “no inappropriate language,” write, “use safe language.” Or for “no running in the halls,” write, “walk in the halls.” Focus on the positive!
- Focus on youth who are exhibiting positive behavior. “Great job, Jessie and Billy, for following my directions and sitting quietly at your desks.”
- Like the written directions, use positive directions when speaking to the youth. “Walk,” rather than “Don't run.”

3. Use logical consequences.

- Have a clear set of consequences all staff and participants know and understand.
- Make the consequence logical and fair (much like, “the

punishment fits the crime”). If a youth is off-task during homework time or a group activity, and they have received warnings, take time out of their recess or free-time rather than out of the activity. Since they are using the group's time as their own recess, the youth will lose his or her own time.

4. Implement a rewards (positive recognition) system.

- Spirit Week: Groups or classes can compete against each other to earn points weekly to earn a party. To win points the group must exhibit the program's stated expectations, as well as go above and beyond with helping out leaders and peers.
- Stamp Store: Participants earn points (or stamps or stickers) individually that they can trade-in for prizes (e.g. small toys, stickers, tattoos, pencils, bookmarks, games), field trips (to the local park, zoo, nature hike, beach), movies, etc.

What Should I Have in My Toolbox?

- Many different ways to praise participants and utilize positive language.
- Flexibility. If it doesn't work the first time, try again or change the approach.
- Follow through. Be prepared to give the logical consequences that follow the behavior.
- A print-rich environment. If you have a Spirit Week or some other rewards system, chart the participants' progress for all to see—that way they can see how far they've come and how far they need to go.



I have a tight budget, what is this going to cost me?

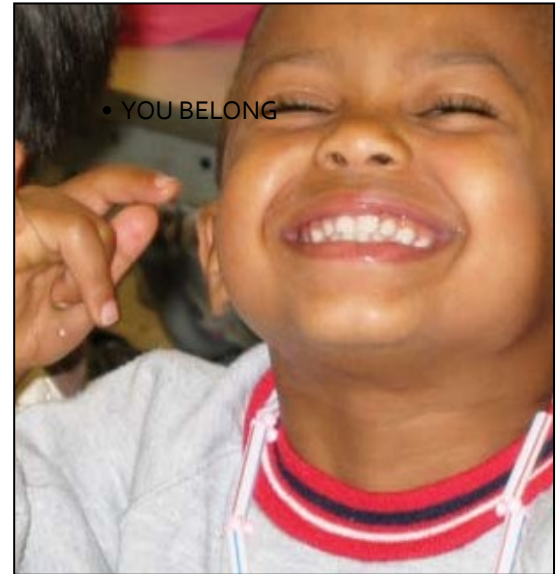
- Staff meeting time: allocate time for staff to understand and discuss the behavior management system.

TOOL

Show Kids You Care

- WOW
- WAY TO GO
- SUPER
- YOU'RE SPECIAL
- OUTSTANDING
- EXCELLENT
- GREAT
- GOOD
- NEAT
- WELL DONE
- REMARKABLE
- I KNEW YOU COULD DO IT
- I'M PROUD OF YOU
- FANTASTIC
- SUPERSTAR
- NICE WORK
- LOOKING GOOD
- YOU'RE ON TOP OF IT
- BEAUTIFUL
- NOW YOU'RE FLYING
- YOU'RE CATCHING ON
- NOW YOU'VE GOT IT
- YOU'RE INCREDIBLE
- BRAVO
- YOU'RE FANTASTIC
- HURRAY FOR YOU
- YOU'RE ON TARGET
- YOU'RE ON YOUR WAY
- HOW NICE
- HOW SMART
- GOOD JOB
- THAT'S INCREDIBLE
- HOT DOG
- DYNAMITE
- YOU'RE BEAUTIFUL
- YOU'RE UNIQUE
- NOTHING CAN STOP YOU NOW
- GOOD FOR YOU
- I LIKE YOU
- YOU'RE A WINNER
- REMARKABLE JOB

- BEAUTIFUL WORK
- SPECTACULAR
- YOU'RE SPECTACULAR
- YOU'RE DARLING
- YOU'RE PRECIOUS
- GREAT DISCOVERY
- YOU'VE DISCOVERED THE SECRET
- YOU FIGURED IT OUT
- FANTASTIC JOB
- HIP, HIP, HURRAY
- BINGO
- MAGNIFICENT
- MARVELOUS
- TERRIFIC
- YOU'RE IMPORTANT
- PHENOMENAL
- YOU'RE SENSATIONAL
- SUPER WORK
- CREATIVE JOB
- SUPER JOB
- FANTASTIC JOB
- EXCEPTIONAL PERFORMANCE
- YOU'RE A REAL TROOPER
- YOU ARE RESPONSIBLE
- YOU ARE EXCITING
- YOU LEARNED IT RIGHT
- WHAT AN IMAGINATION
- WHAT A GOOD LISTENER
- YOU ARE FUN
- YOU'RE GROWING UP
- YOU TRIED HARD
- YOU CARE
- BEAUTIFUL SHARING
- OUTSTANDING PERFORMANCE
- YOU'RE A GOOD FRIEND
- I TRUST YOU
- YOU'RE IMPORTANT
- YOU MEAN A LOT TO ME
- YOU MAKE ME HAPPY



• YOU BELONG

- YOU'VE GOT A FRIEND
- YOU MAKE ME LAUGH
- YOU BRIGHTEN MY DAY
- I RESPECT YOU
- YOU MEAN THE WORLD TO ME
- THAT'S CORRECT
- YOU'RE A JOY
- YOU'RE A TREASURE
- YOU'RE WONDERFUL
- YOU'RE PERFECT
- AWESOME
- A+ JOB
- YOU'RE "A-OK"
- MY BUDDY
- YOU MADE MY DAY
- THAT'S THE BEST

P.S. Remember, a smile is worth 1,000 words.



HOW TO

Solve Behavior Problems

Often with a little additional attention and a desire to understand, adults can begin to recognize problem behaviors and find ways to prevent them from happening.

- Observe the youth and record what you see. Look for patterns of behavior. When are behavior problems happening? What seems to trigger them?
- Get to know the participant (and his or her parents and teachers). Ask the participant about his/her behavior. Ask parents and teachers as well.
- Think about this question: Other than the child, what might be the problem? Scrutinize your program and look for any programmatic issues (see Tools: Why Do Young People Act Out?).
- Talk with staff about possible causes and solutions. Think about this question: “What can we do so that the participant will more likely CHOOSE to..”
- Work with the participant, staff, parents, and school day teachers to create a plan for implementing solutions.
- Follow up by regularly revisiting the issue and revising solutions.

What Should I Have in My Toolbox?

- Your rewards and consequences system.
- Someone (colleague, volunteer, parent, etc.) to assist with reinforcing rewards and consequences.
- A referral sheet to support information gathering, data collection, and contacting parents/caregivers (see Tools).
- An overview of why young people act out (see Tools).
- A contract for individual youth who need more support with behavior (see Tools).



I have a tight budget, what is this going to cost me?

- Staff meeting time: allocate time for staff to discuss specific behavioral issues, meet with parents and caregivers, and meet with school day staff as needed.



Sample Referral Form

Complete this form and submit to the Afterschool Program Coordinator.

Participant Name:	Date:	Time:
Referred By:		
Group Leader:		
Setting:		
<input type="checkbox"/> Rec Room	<input type="checkbox"/> Hallway	<input type="checkbox"/> Yard
<input type="checkbox"/> Classroom	<input type="checkbox"/> Bathroom	
Reason for Referral:		
<input type="checkbox"/> Disrespecting staff and/or youth in the program <input type="checkbox"/> At a place where an adult could not see me <input type="checkbox"/> Talking or being disrespectful during assembly <input type="checkbox"/> Caught stealing <input type="checkbox"/> On stage without permission <input type="checkbox"/> Bullying another youth in the program	<input type="checkbox"/> In the act of hurting myself, other youths, and/or staff in the program <input type="checkbox"/> Using inappropriate language <input type="checkbox"/> Running when and where I should be walking <input type="checkbox"/> Misusing property that does not belong to me <input type="checkbox"/> Other:	
Group Leader Interventions:		
<input type="checkbox"/> Called/talked to parent/guardian	Date:	Time:
<input type="checkbox"/> Verbal Warnings:		
<input type="checkbox"/> Staff Concerns:		
Contract:		
Describe the incident and the rule(s) that was broken:		
What could you have done differently to avoid the same problem in the future?		
What will be the consequences for breaking this rule(s)?		
What will be the consequences if the contract is broken?		
I _____ agree to the contract and will make an effort to obey the contract that the staff and I came up with together. This contract is necessary to ensure the safety (both physical and emotional) of myself and everyone else in the program.		
Participant Signature:	Staff Signature:	


TOOL

Why Do Young People Act Out?

Understanding why young people may be acting out will help you develop appropriate strategies for helping them achieve more positive behavior. To figure out what may be prompting inappropriate behavior, you need to look at your program as well as at issues that may be affecting a child individually.

When a young person acts out, think about these three questions:

- What aspects of your program might make it difficult for the young person to behave well?
- What individual issues might the young person be dealing with that could contribute to inappropriate behavior?
- What can you do to help the young person be more likely to choose positive behavior over negative behavior?

Programmatic reasons for behavior problems:

Sometimes programs set themselves up for bad behavior through the programming they offer or fail to offer, the rules they set or fail to set, and the environments they provide. The following are programmatic issues that contribute to young people's behavior problems:

- Boredom: Not enough to do, no interest in the current project or topic.
- Too few rules, rules that do not make sense, or undefined rules: The youth do not have an explicit understanding of what is appropriate, or do not understand certain rules.
- Not enough opportunity for control: The youth have too few choices – they act out to exert control.
- Groups are too large: The students are being asked to work in groups that are too large for

their developmental stage. Younger children typically need to work in pairs or threes.

- Inappropriate environment: No separate areas for different activities, the noise level is high, the environment is not comfortable.
- Lack of materials: When there is a lack of paper, games, balls, etc., there will likely be conflict if the participants have to compete for scarce resources.
- Activities and curriculum not well planned: Chaos results when staff are not prepared with well thought-out activities and contingency plans.
- Not enough staff: The participants are under-supervised and do not feel a sense of safety and control.
- Notice the negative: If all that is noticed when working with youth are the negative behaviors, then youth start to feel that that is what is expected of them.

Individual issues that can lead to behavior problems:

Some of the following causes of behavior problems can be quickly remedied. Others require staff to work with the young person long-term and involve parents and/or classroom teachers. Still others require outside help from specialists.

- Family issues: Concern over a sickness, divorce, death, or other issue in the family.
- Differing norms: What may be acceptable at home or at school is

not acceptable in your program or vice versa.

- Physical issues:
- Child didn't get enough sleep and is over-tired and grumpy.
- Child didn't get enough to eat and is hungry.
- Child is ill, getting sick, or getting over being sick.
- Differing consequences and enforcement: At home or at school, inappropriate behavior is ignored or promised punishments are not enforced – the participants have learned not to take rules seriously.
- Need for attention: Attention for bad behavior is better than no attention at all.
- Need to assert themselves and their independence.
- Need for re-orientation: The participant has been out sick or gone from the program for a time and has forgotten the rules.
- Distractions and extra stimulus: Nearing a vacation period or big holiday.
- Testing limits: They want to test whether staff will enforce rules or "try" staff to see if they will follow through on consequences.
- Bad day: Something may have happened earlier in the day that is affecting the young person.
- Immaturity.
- Attention Deficit Hyperactivity Disorder (ADHD) or Attention



Sample Behavior Contract for Individual Participants

Name:			
Week:			
Goals:			
Consequences:			
Day of the Week	Number of Times My Goal Was Met (Use Tally)	Staff Signature or Initials	Parent/Caregiver Signature or Initials
Monday:			
Tuesday:			
Wednesday:			
Thursday:			
Friday:			



Develop Youth as Conflict Mediators

Teaching youth how to solve problems, as well as how to mediate the problems of their peers, generates a safe afterschool climate and provides youth with an opportunity for meaningful program participation. Follow these simple steps to prepare youth to be successful conflict mediators.

1. Set up the conflict mediation program

- Talk with youth about conflicts that they have observed. How do conflicts start? How do they get resolved? Have they helped a friend resolve a conflict?
- Work with youth to generate a participant survey about the types of conflicts they encounter in the program.
- Have youth who are interested in being Conflict Mediators complete an application and/or interview.
- Identify an adult ally who is responsible for training and holding regular check-ins with Conflict Mediators as well as checking in with “disputants” before they meet with the Conflict Mediators.

2. Train participants

Once you have a group of youth interested in being Conflict Mediators, train the participants in the conflict mediation process (see Tools: Conflict Mediation Process).

3. Provide support and skill-building

- Create a schedule of youth who are expected to be “on duty” to assist with conflicts.
- Schedule a regular time for Conflict Mediators to check-in, work on their skills, and share what they are learning.
- Have Conflict Mediators do mini-presentations or make posters to introduce the program and how participants can access the services.
- Encourage Conflict Mediators to recruit and train others.

What Should I Have in My Toolbox?

- Conflict Mediation Process Poster (see Tools)
- Conflict Resolution Agreement Form (see Tools)
- I-Message Poster (see Tools)
- Conflict mediation resources:
 - www.soulshoppe.com
 - www.communityboards.org
 - www.charactercounts.org



I have a tight budget, what is this going to cost me?

- Conflict mediator identification badges
- Conflict mediator clipboards
- Colored poster board & markers
- Healthy snacks for trainings and check-ins



Conflict Mediation Process

Conflict Mediators Should:

- 1. Introduce Yourself and Establish Ground Rules.**
(e.g. respect, listen, no interruptions, no put-downs)
- 2. Give Each Person a Chance to Describe What Happened.**
- 3. Paraphrase, Or Repeat What Each Person Says.**
(e.g. "I heard Maria say.....")
- 4. Ask What Each Person is Willing to Do to Have This Problem Resolved. Encourage I-Messages.**
(e.g. "What can be done to resolve this conflict?" See I-Messages poster to help youth use I- Messages)
- 5. Ask Each Person If They Are willing to Complete A Conflict Resolution Agreement**
- 6. Thank Them Both and Ask If They Want to Shake Hands**



Conflict Resolution Agreement

Work with each other to complete this form to resolve the conflict by agreeing to what you will do or will not do from now on to settle your disagreement.

Date:	
Name:	Name:
I agree to:	I agree to:
• _____ _____ _____	• _____ _____ _____
• _____ _____ _____	• _____ _____ _____
• _____ _____ _____	• _____ _____ _____
• _____ _____ _____	• _____ _____ _____
Signature of Youth:	Signature of Youth:
Signature of Conflict Mediator:	Signature of Conflict Mediator:

Material adapted from Vicki Abadesco, www.soulshoppe.com, SFUSD Peer Resources and Community Boards



"I" Messages

I felt:

when you:

and I want you to:



Chapter 5: Program Environment and Safety

Prevent Bullying in Your Program

Why should you be concerned with Bullying?

According to the Centers for Disease Control and Prevention, "Victimized youth are at increased risk for mental health problems such as depression and anxiety, psychosomatic complaints such as headaches, and poor school adjustment. Youth who bully others are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood."

Bullying is widespread and often goes unaddressed:

- In a 2009 nationwide survey, about 20% of high school students reported being bullied on school property in the 12 months preceding the survey.
- During the 2007-2008 school year, 25% of public schools reported that bullying occurred among students on a daily or weekly basis. A higher percentage of middle schools reported daily or weekly occurrences of bullying compared to primary and high schools.
- In 2007, about 4% of 12- to 18-year-old students reported having been cyberbullied during the school year. (CDC)

This situation is considerably worse for Lesbian, Gay, Bisexual and Transgender youth. According to the *2009 National School Climate Survey*¹:

- Eight of ten students had been verbally harassed at school;
- Four of ten had been physically harassed at school;
- Six of ten felt unsafe at school; and
- One of five had been the victim of a physical assault at school.

What can you do to address bullying?

First, it is important that you, your staff, and your participants understand what constitutes bullying. Bullying is unwanted, aggressive behavior among youth that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.

In general, bullying falls into three categories. Hold a training with your staff or a meeting with your participants and find out whether anyone has witnessed any of these behaviors in your program, and what, if anything, they did to address the behavior:

1. Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

3. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Once you have defined what bullying looks like, encourage your staff and participants to intervene by either stepping in, or notifying a staff member. Stopping bullying and standing up for a fellow participant takes a lot of courage. Help youth feel more confident by letting them practice appropriate responses via acting out scenarios.

See the Tools section for lists of tips for youth and staff on how to support a victim of bullying. Review the lists with your participants and staff and support them in implementing the suggestions.

What Should I Have in My Toolbox?

- Tips Sheets for Staff and Participants
- Access to additional resources, such as counselors or other mental health professionals



I have a tight budget, what is this going to cost me?

- Preventing and stopping bullying will cost you

¹The 2009 National School Climate Survey: The Experiences of Lesbian, Gay, Bisexual and Transgender Youth in Our Nation's Schools. New York: Gay, Lesbian Straight Education Network; 2010, conducted with more than 7,000 high school students ages 13-21


TOOL

Tips for Staff on How to Support Victims and Bullies

For Victims:

- ❑ **Listen and focus on the child.** Learn what has been going on and show you want to help.
- ❑ **Assure the child that bullying is not his or her fault.**
- ❑ **Know that kids who are bullied may struggle with talking about it.** Consider referring them to a school counselor, psychologist, or other mental health service.
- ❑ **Give advice about what to do.** This may involve role-playing and thinking through how the child might react if the bullying occurs again.
- ❑ **Work together to resolve the situation and protect the bullied child.** The child, parents, and school or organization may all have valuable input.

For Bullies:

- ❑ **Make sure the child knows what the problem behavior is.** Young people who bully must learn their behavior is wrong and harms others.
- ❑ **Show kids that bullying is taken seriously.** Calmly tell the child that bullying will not be tolerated. Model respectful behavior when addressing the problem.
- ❑ **Work with the child to understand some of the reasons he or she bullied.** For example:
 - Sometimes children bully to fit in. These kids can benefit from participating in positive activities. Involvement in sports and clubs can enable them to take leadership roles and make friends without feeling the need to bully.
 - Other times kids act out because something else—issues at home, abuse, stress—is going on in their lives. They also may have been bullied. These kids may be in need of additional support, such as mental health services.
- ❑ **Use consequences to teach.** Consequences that involve learning or building empathy can help prevent future bullying. School **staff** should remember to follow the guidelines in their student code of conduct and other policies in developing consequences and assigning discipline. For example, the child who bullied can:
 - Lead a class discussion about how to be a good friend.
 - Write a story about the effects of bullying or benefits of teamwork.
 - Role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate.
 - Do a project about civil rights and bullying.
 - Read a book about bullying.
 - Make posters for the school about cyberbullying and being smart online.
- ❑ **Involve the kid who bullied in making amends or repairing the situation.** The goal is to help them see how their actions affect others. For example, the child can:
 - Write a letter apologizing to the student who was bullied.
 - Do a good deed for the person who was bullied or for others in your community.
 - Clean up, repair, or pay for any property they damaged.


TOOL

Tips for Youth on How to Support Someone Who You Know is Being Bullied

- ❑ Spend time with the person being bullied. Talk with them, sit with them at lunch, or play with them at recess.
- ❑ Listen to them.
- ❑ Call the person being bullied at home to encourage them and give advice.
- ❑ Tell an adult who you trust, like your teacher or program leader. You can tell them in person or leave them a note.
- ❑ Set a good example. Do not bully others.
- ❑ Send a text message or go up to the person who was bullied later and say that wasn't cool and I'm here for you.
- ❑ Help the person being bullied get away from the situation.
- ❑ Help the person being bullied tell an adult.
- ❑ Take away the audience by choosing not to watch and walk away.
- ❑ Be kind to the person being bullied at another time.
- ❑ Tell the person being bullied that you don't like the bullying and ask them if you can do anything to help.
- ❑ Tell the child doing the bullying that you don't like it and to stop doing it (but only if it feels safe to do so).
- ❑ Distract the bully or offer an escape for the target by saying something like, "Mr. Smith needs to see you right now" or "Come on, we need you for our game" (but only if it feels safe to do so).
- ❑ Don't combat violence with violence. It takes a lot of courage for someone to step up on behalf of a bullied person. However, don't use insults or physical violence to defend the victim. Now is not the time to show off. You will most likely only make it harder for the victim.
- ❑ Do not get discouraged if you have already talked to an adult and nothing happened. Keep trying. Adults will respond if they find out that the bullying is becoming a recurrent problem. Try talking to other adults and counselors so that you can get more people involved in trying to stop the situation.
- ❑ If you feel that this is none of your business, put yourself in the victim's shoes. Bullying can cause severe anxiety, depression, anger, and frustration in a person, and can turn their life into a nightmare. You wouldn't want to feel that way.
- ❑ Look for opportunities to contribute to the anti-bullying culture of your program through creating posters, stories or films.