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| <p style="text-align: center;">5: 1</p> | <p>Set of rules/expectations that are taught, modeled and reinforced. Using these promotes a positive, safe, predictable and consistent environment for both the youth and staff.</p> <p style="text-align: center;">A</p> |
| <p style="text-align: center;">Greeting at the Door</p> | <p>When interacting with youth, using this is helpful to develop relationships because it signals that you are there to support and are not a threat. It also impacts the mood of both the youth and the staff.</p> <p style="text-align: center;">B</p> |
| <p style="text-align: center;">Visual Behavior Expectations</p> | <p>The practice of “putting money in the bank” by giving more positive comments than negative. When you need to give a corrective statement, ideally you’ll have a strong relationship from the positive comments such that the corrective statement will not alter the relationship.</p> <p style="text-align: center;">C</p> |
| <p style="text-align: center;">Restorative Practices</p> | <p>A practice that creates space for staff and youth to discuss a topic, a question or an activity. The “sandwich method” is often used to frame the activity, engage in the activity, and then debrief the activity.</p> <p style="text-align: center;">D</p> |
| <p style="text-align: center;">Smiling and Positive Affect</p> | <p>A strategy where the staff intentionally establishes an individual connection with each youth who walks into the classroom/space. Long term practice allows for staff to quickly assess youth’s status and if he or she needs space or a check in.</p> <p style="text-align: center;">E</p> |

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| <h2 style="text-align: center;">Trauma Informed Practices</h2> | <p>Having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families</p> <p style="text-align: center;">F</p> |
| <h2 style="text-align: center;">Community Circle</h2> | <p>Supports creating positive relationship with peers, opens the space for student voice, creates opportunities to develop a positive relationship with a caring adult and supports creating clear and positive expectations for all students</p> <p style="text-align: center;">G</p> |
| <h2 style="text-align: center;">Cultural Competency</h2> | <p>A paradigm shift to understand the impact of trauma on child development and to learn how to effectively minimize its effects without causing additional trauma.</p> <p style="text-align: center;">H</p> |

ANSWER KEY

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|------------------------------|---|
| Visual Behavior Expectations | A |
| Smiling and Positive Affect | B |
| 5:1 | C |
| Community Circle | D |
| Greeting at the Door | E |
| Cultural Competency | F |
| Restorative Practices | G |
| Trauma Informed Practices | H |