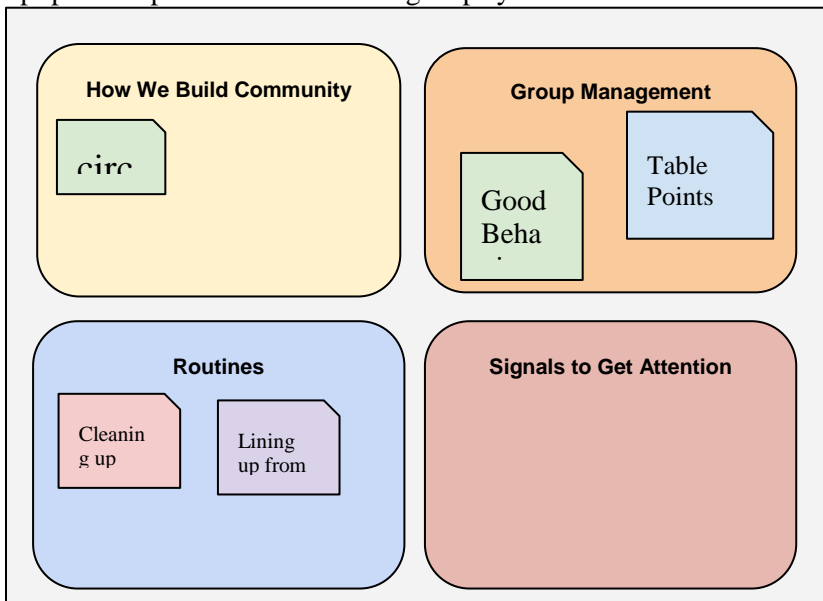


Program Behavior Management At-A-Glance

Why: By creating an At-A-Glance, site coordinators can bring “best practices” to a level of consciousness that calibrates and supports adults and students in the program by being clear, predictable and positive.

How: Using the skills and information from the cohorts, create a one-sheet information guide to support safe and supportive culture and climate in the afterschool setting that shares “best practices” for structures and supports. Identify sections (ex. Group Management System, How to Build Community, Acknowledge Behavior, Redirect Behavior, Behavior Expectations, etc.)

- Develop a program-wide one WITH staff at the end of the year
 - Identify the systems you use
 - Use a chart paper and post-its to share as a group systems



- Use that one-sheet with returning and NEW staff at the beginning of the next year

How We Build Community

Greeting at the Door: Start it off on the right foot! Greet our students at pick up location by giving a high-five, handshake or side hug.

Community Circles: Settle into your home groups by starting with a circle. Set the intention of the circle, sit with the students, and give a prompt. The purpose is to teach, model and reinforce how we can share our experiences in a safe community.

Acknowledging Positive Behavior

5:1: Before you redirect someone, try complimenting those in close proximity to see if student will correct their own behavior. Say, “I see Karen sitting, she’s ready. Who else is ready?”

Smile: Using your facial expressions, body language, and tone of voice to welcome students can have a great impact for students in general, but especially with students who have not had safe or positive interactions with adults.

Signals for Attention
When they get louder, you get softer!

“1-2-3 All Eyes on Me”
“1-2 Eyes on You”

Voice Levels

0	Silence is Golden Absolute silence. No one is talking.
1	Spy Talk (Whispering) Only 1 person can hear you.
2	Low Flow Small group work. Only the group can hear.
3	Formal Normal Normal conversation voices.
4	Loud Crowd Presenting voice. Everyone can hear you.

Group Management System

Set Expectations WITH students
Look like: “What will it look like when we are working on homework?”
Sounds like: “What volume should we be?”

Small Group Management: Use **Generic GBG** for short games to build up a positive and supportive environment for students to work in teams for **quick brain breaks**

Behavior Expectations
Teach-Model-Reinforce

Make sure you have a **MOBILE** behavior matrix!

We are Shining Stars!
We are **SAFE**
We are **RESPECTFUL**
We are **RESPONSIBLE**

Review how those expectations **LOOK** like, **SOUND** like and **FEEL** like

Routines and Transitions

Pick Up Transition: students leave backpacks **UNDER** the table while they eat snack in cafeteria. Be mobile, move about the table, prompt students with unhealthy snacks to leave them in their backpacks

General Transition: when transitioning to next space or activity, prompt students to tell you what it will **LOOK** like and **SOUND** like **BEFORE** the class moves

Pick Up Transition: students will be called to office for pick up if it is prior to last recess

Clean up from Supper: groups should clean up space before leaving for last recess

