

Behavioral Management in an After-School Program

What is Behavioral Management

Behavioral management is about guiding our students' behavior toward appropriate ways of behaving and emotional regulation. A positive and constructive approach is the best way to guide students' behavior.



Promoting positive behavior in an after-school program involves creating a supportive and structured environment that encourages students to exhibit desirable behaviors.

Here are several strategies and tips to help you promote positive behavior effectively:

1. Set Clear Expectations:

- Support staff in maintaining established clear rules and expectations for behavior.
- Refer back to posted rules in visible places within the program area.

2. Positive Reinforcement:

- Use positive reinforcement techniques to acknowledge and reward good behavior. This can include verbal praise (e.g. recognizing and encouraging kindness), etc.
- Be specific in your praise, highlighting the behavior you want to encourage.

3. Role Modeling:

- Volunteers and staff alike should serve as positive role models. Demonstrate positive behaviors you want to see in the students.
- Show respect, kindness, and empathy in your interactions with students.

4. Consistency:

- Be consistent in applying rules established by the after school teacher. Inconsistency can lead to confusion and frustration. It is important to check in with after school teacher to follow classroom structure and schedule.

PLAN FOR DISCIPLINE

It is the goal of Homework House to provide an environment where children are safe, supported, encouraged, and challenged. Homework House staff will work with the child and the parent or guardian to resolve behaviors.

HH staff follow the guidelines in our discipline policy. This is located in offices at both sites.

Volunteers' role is to support HH staff in policies and procedures. All HH staff and volunteers will follow:

General Guidelines:

1. Corporal punishment, including spanking, is prohibited.
2. No child shall be subjected to crude or severe punishment, humiliation, or verbal abuse.
3. No child shall be denied food, water, or shelter as a form of punishment.
4. No child shall be punished for soiling, wetting, or not using the toilet.

Steps that volunteers and tutors can take to address behavior concerns:

1. Verbal correction and redirection or conference with the child
2. Break/Reboot - volunteers can suggest a reboot if necessary. Check in with AST*
3. Report to site staff to work on a plan of action. This will help staff to follow additional behavior policies, including informing the parent of behaviors.
4. Help child reflect - child fills out a reflection sheet.
5. Complete a discipline referral form if necessary and requested by staff. Receive signature by AST. All documentation is confidential.

* After-School Teacher, also known as your Classroom Lead

**You feel good about
yourself**

**when you do
POSITIVE ACTIONS...**

**And there is a
POSITIVE
way to do EVERYTHING!**

Why is Positive Action Effective?

Positive Action teaches students what positive behaviors are and how one feels when acting positively.

It provides them with the knowledge and tools to develop their self-concept and build their self-management and social skills, enabling them to choose positive and healthy behaviors.

Examples of MINOR infractions

MINOR Infractions:

- Disruption/Disrespect
- Yelling
- Running
- Throwing Objects
- Inappropriate Language/Comments
- Property Misuse
- Cell Phone Use
- Horseplay
- Food/Drink in Classroom
- Minor Aggression/Harassment
- Minor Theft

MAJOR infractions

MAJOR Infraction:

- Aggressive Behavior (Physical/Verbal)
- Outright Threats
- Major Theft
- Fighting
- Leaving Without Permission
- Instigating Conflict/Disruption
- Defiance/Disrespect/Insubordination
- Significant Vandalism
- Weapon Possession

In case of a minor or major disciplinary infraction, the staff and/or volunteers member shall fill out a discipline referral form and return to the onsite lead before leaving the program for the day. Included should be the name and grade of the child, the name of the referring staff member, the date and time, the nature of the infraction, the names of others involved, and the staff member's recommended consequence. Minor infractions may be dealt with by staff members. Major infractions require consequences and parent contact by the onsite lead and director of programs.

Inappropriate disciplinary techniques shall be discussed with, and avoided by, staff and/or volunteers

How can I address conflicts between students?

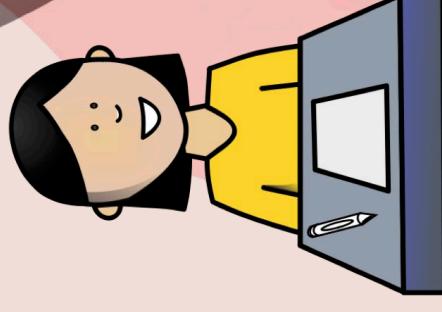
- **1. Stay Calm:**
 - As a staff member, facilitator, or volunteer it's important to remain calm and composed when addressing conflicts. Your demeanor sets the tone for how the situation will be handled.
 - **2. Listen Actively:**
 - Give each student an opportunity to express their side of the story. Encourage active listening by asking open-ended questions and validating their feelings.
 - **3. Identify the Issue:**
 - Determine the root cause of the conflict by asking questions and gathering information.
 - **4. Report escalating behavior** to After school teacher immediately for guidance with solutions
- ** Ensure Safety:** if you are concerned with child's safety report to staff immediately. If the conflict involves physical aggression or poses a safety risk, staff will immediately separate the students involved to prevent further harm. Ensure the safety of all students.

- **5. Remain Neutral:**
- Avoid taking sides or showing favoritism. Treat all parties involved with fairness and impartiality.
- **6. Encourage Empathy:**
- Help the students understand how their actions may have affected others. Encourage them to empathize with each other's perspectives.
- **7. Document and report the Conflict:**
- Documentation can be valuable for tracking patterns and trends in conflicts.
- Even if you feel as though the conflict was resolved in a healthy way through redirection and guidance, always report back to the teacher.

Positive reinforcement & Identifying progress

- Share information with AST in regard to child's behavior and progress.
- Share child's progress with teacher, with child present.
- Communicate progress and positive behaviors in the daily report.
- Staff can report back any progress to parents/guardian

Scenarios



What should you do ?

You have a student in your after-school program who is consistently quiet, well-behaved, and polite but consistently struggles to complete their academic assignments. You suspect they may be facing academic challenges. They're great, but you're not sure how to support them. Where do you start? When do you talk to inform the teacher? Is this something the on-site lead or educational coordinator needs to be aware of?

Solutions

1. ****Observe & Document****: Monitor student behavior and academics.
2. ****Engage the Student****: Talk to them about academic challenges.
3. ****Provide Extra Help****: Offer one-on-one when available tutoring and guidance.
4. ****Communicate with teacher****: Share concerns and seek advice and strategies
5. ****Involve Program Leaders or Education Coordinator****: Seek advice and strategies.
6. ****support Action Plan developed by HH Admin****: Set goals for improvement.
7. ****Monitor Progress****: Regularly track and adjust the plan.
8. ****Positive Reinforcement****: Recognize efforts and improvements.

Remember that each student is unique, and the level of support needed may vary. The key is to maintain open communication with the student, and program staff to ensure a collaborative and effective approach to addressing their academic challenges.

What should you do?

One of your the children arrives at the after-school program visibly upset and emotional, but they are unable or unwilling to share the reason for their distress. How would you approach the situation, provide emotional support, and determine the appropriate course of action to address the student's needs? Where do you start? When do you inform the teacher? Should you handle this situation alone? Is this something the on-site lead or educational coordinator volunteer coordinator needs to be aware of? Do you need to reach out to the director of programs?

Solutions

1. ****Immediate Comfort****: Approach with empathy and create a safe space.
2. ****Listen Actively****: Encourage them to share their feelings if they wish.
3. ****Respect Privacy****: Don't press for information if they choose not to share.
4. ****Assess Need****: Ensure their immediate safety and well-being.
5. ****Notify teacher****: Inform your on-site lead or coordinator.
7. ****Documentation****: Keep a record of the incident for reference.
8. ****Follow Up****: if you are concerned you can follow up with the teacher on what plan of action is
9. ****Other staff Involvement****: If necessary, inform the onsite lead, director of programs, or volunteer coordinator for guidance.

In situations like this, it's crucial to prioritize the child's emotional well-being, maintain confidentiality, and involve additional staff or authorities when necessary to ensure the student receives the support and care they need.

What should you do?

You are a volunteer in an after-school program, and you have become aware of a concerning situation involving a student. You suspect that the child may be experiencing neglect or abuse at home. You think the situation may call for involvement from program staff and from both the Department of Children and Families (DCF). Where do you start? When do you inform classroom teacher? Should you handle this situation alone? Is this something the Volunteer Coordinator or on-site lead needs to be aware of?

Solution

1. **Safety First**: **Notify** classroom teacher, and volunteer coordinator **Share** concerns with supervisor. If immediate danger staff and or DOP will report to correct authorities.
2. **Document Observations**: Keep detailed records and share with HH staff
3. **Inform VC, Site Lead and DOP**: Management will follow all organizational policies in mandated reporting required.
4. **Report to DCF**: If warranted, report to child protective services.
5. **Confidentiality & Legal Compliance**: Respect confidentiality and follow legal obligations.
6. **Cooperate with Authorities and HH staff** to address situation **Assist** in investigations.
7. **Support the Child**: Ensure they feel safe and cared for

Remember that your primary concern in such situations is the child's safety and well-being. Follow your organization's protocols and cooperate with the appropriate HH staff and or authorities to ensure that the child receives the necessary protection and support

Thank
You!!!!