


The CalSAC Trainer Network


Deepening Skills, Growing Leaders

The School-Age Training Project

This project is made possible through the generous funding from the California Department of Education Child Development Division.




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The Role of Staff in Behavior Guidance

Module 1.3.3

A CalSAC Module
Presented by:
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The California School-Age Consortium

The California School-Age Consortium (CaSAC) provides **training and advocacy** for afterschool, school-age care and out-of-school time professionals throughout California.

Since 1982, CaSAC has been working to advance the needs of professionals. Through our focus on **Connections, Competence and Community**, CaSAC can meet the needs of programs and professionals in the out-of-school time field.




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Getting Started

- Training Agenda
- Bike Rack
- Group Introductions




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Group Agreements

- Choose to be present and engaged in learning.
- Phone off or on vibrate.
- Avoid side bar conversations.
- Agree to disagree.
- Be aware of diversity in the group .
(culture, age, sexual orientation, privileges, gender and experience)




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Today's Objectives

By the end of this module, participants will

- Understand their **actions and reactions** to child/youth behaviors;
- Learn to use behavior guidance strategies at the appropriate time.



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Key Concepts

Staff need to be actively engaged in supporting children/youth in:

- Building inner self-control
- Making and fostering friendships with children/youth from all backgrounds
- Making responsible age-appropriate choices
- Understanding natural and logical consequences for behaviors
- Taking responsibility for behaviors



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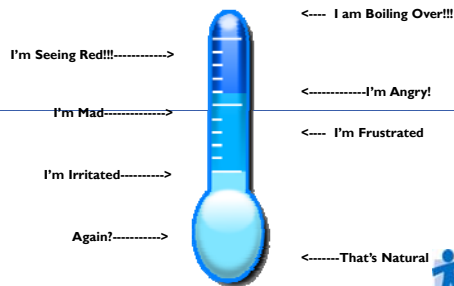
Key Concepts

- To gain greater confidence in guiding behavior, you must **look at your personal actions and reactions** to the behaviors of the children and youth with whom you work with.



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Activity: What's My Temperature



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Key Concepts

- **To react** means to act based on a particular stimulus or prompting, and is often impulsive.
- **To respond** means to reply or answer, and conveys more thoughtfulness.
- It is important to understand what behaviors are personal triggers for you, and find ways to respond, **instead of react**, to those behaviors professionally.
- It is also critical to understand what behaviors surface your own biases.



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Children/Youth Behaviors

- It is developmentally appropriate for children/youth to engage in behaviors that adults might find annoying.
- Our role as staff is to guide them through these stages in productive and caring ways.



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Activity: Behavior Guidance Continuum

- What are some developmentally appropriate behaviors of children/youth in each age group?



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Activity: Behavior Guidance Continuum

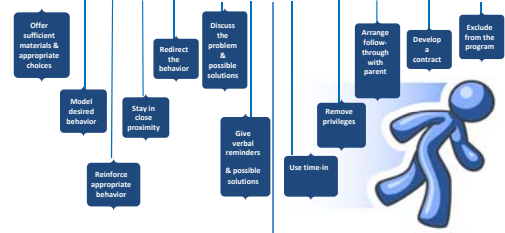
We know that children/youth have the following needs:

- **Physical Health:** adequate sleep, food, and other basic needs
- **Security:** both physical and emotional
- **Belonging:** feeling accepted and appreciated by a group
- **Esteem:** achieving goals, receiving recognition and feeling valued



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Behavior Guidance Continuum



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Get Involved with CalSAC:

- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool Challenge** at the State Capitol.
- **Apply to be a CalSAC Trainer!**
- **Join us online:** Twitter, Facebook

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Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



Thank you for your participation!



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1.3.3a

What's My Temperature? Handout

What is your reaction to the behavior? This is **your gut reaction**, not necessarily the way you would like to respond to the behavior. Where are you on thermometer gauge?

Elementary Grades

1. A five-year-old playing with Legos has been repeatedly grabbing a certain Lego shape from the other children. Today the child knocked over a child after grabbing the Lego. You spoke to the child twice today already.
2. You are on the playground and an eight-year-old child comes to you and grabs your arm to tell you to listen four times in twenty minutes. This child has few friends, has a hard time fitting in, and wants to be near you.
3. You catch a ten-year-old child stealing, taking a toy out of someone's backpack. This child has never stolen before, but the item the child was taking is very expensive. When you catch the child, s/he breaks down in tears immediately.
4. Can you think of one or two more situations that might raise your temperature?

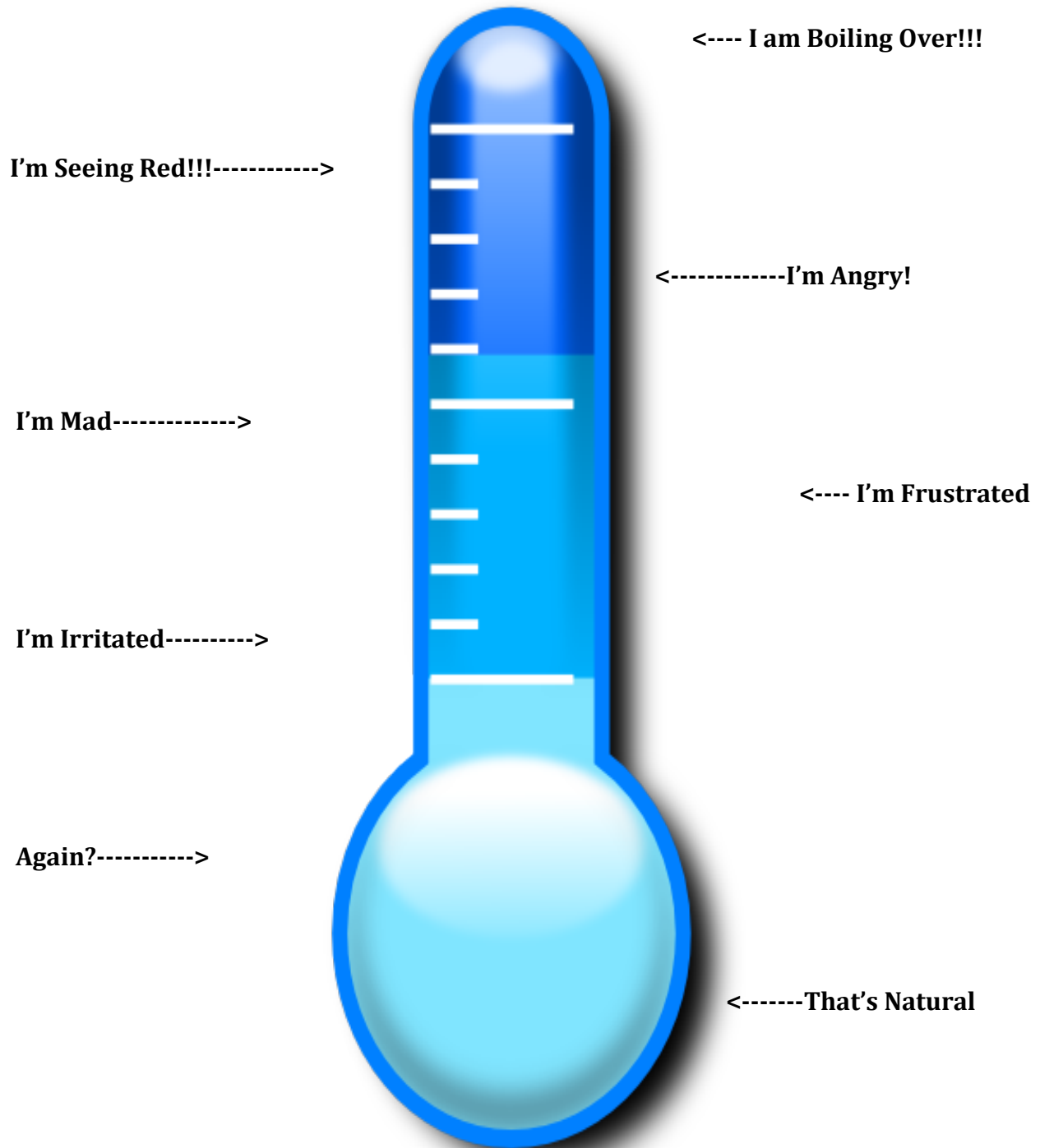
Middle/High School Grades

1. An eleven-year-old playing a game with a small group, grabs the cards from the other youth playing, just to see what is in their hand. This youth gets impatient easily and often cannot wait for his/her turn.
2. You are on the playground and a youth gets into verbal altercations with different peers four times in thirty minutes. This youth doesn't connect well with peers, has no real friends, and spends a lot of time feeling bad that (s)he is not included.
3. You catch a youth stealing from other students' backpacks for the second time in a week. This time, when you confront the youth, (s)he tells you someone had stolen from them and they were getting even.
4. Ashley just broke up with Shawn. She overhears her best friend Maria telling another mutual friend that she is going to the dance on Friday with Shawn, and that she and Shawn have been texting for a couple of weeks. Ashley is furious and starts screaming at Maria, calling her names.
5. Can you think of one or two more situations that might raise your temperature?



1.3.3b

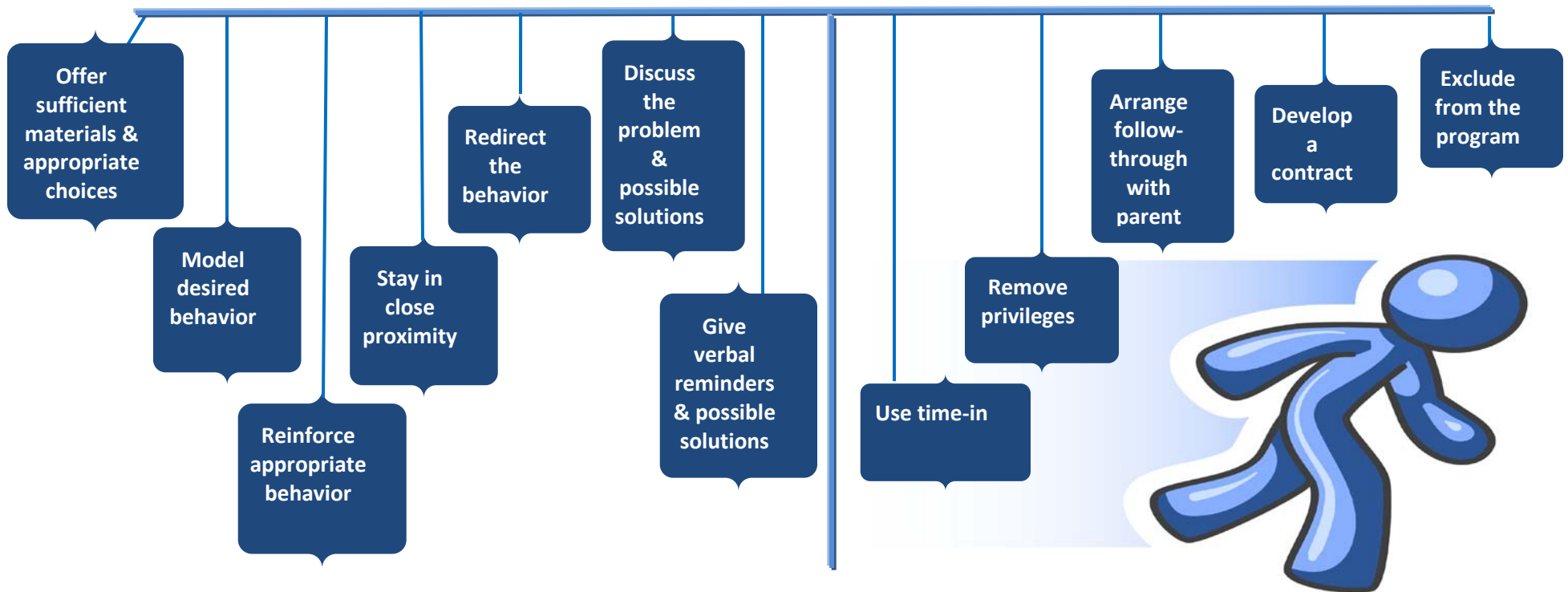
What's My Temperature? Handout





Behavior Guidance Continuum Handout

1. Use these techniques & strategies individually or in tandem to help guide children’s and youth’s behavior.
2. The techniques on the left of the line should always be present or regularly used; the techniques to the right are used when a problem or behavior of a more serious nature arises.
3. Communicate with your staff team and supervisor, especially when working with the family, developing a contract, and discussing exclusion from the program. Exclusion should only be used if the behavior is serious enough to compromise safety.



CalSAC Training Topics and Modules

All modules are 2 hours and can be requested at www.calsac.org using our online training request system unless denoted otherwise.

Audience Level

B=Beginner
I=Intermediate
A=Advanced

CDE School-Age Training Project (Free Modules¹)

Working with Children and Youth			
1.1.1	Developmental Trends 101	B	X
1.1.2	Building Relationships With Children & Youth	B	X
1.1.3	Effective Communication with Children & Youth	B	X
1.1.4	Building Self-Esteem	B	
1.1.5	Fostering Social Skills in Children & Youth	B	
1.1.6	Professionalism	I	
1.1.7	How and What to Observe in Children and Youth	I	
1.1.8	Meeting the Needs of Children and Youth	I	
1.1.9	Developmental Trends 201	I	
Creating Program Environments			
1.2.1	The Elements of the Environment	B	X
1.2.2	Shared Space 101	B	X
1.2.3	Messages from the Environment	B	
1.2.4	Shared Space 201	I	
Behavior Guidance			
1.3.1	Understanding the Behavior of Children & Youth	B	X
1.3.2	Developing Problem Solving Skills	B	
1.3.3	The Role of the Staff in Behavior Guidance	B	X
1.3.4	Effective Supervision of Children and Youth	B	
1.3.5	Including Children and Youth with Disruptive Behaviors	I	X
Delivering Quality Programs			
1.4.1	Using Theme Webs for Curriculum Planning	B	
1.4.2	Presentation Methods and Debriefing Activities	B	X
1.4.3	Daily Schedules	B	
1.4.5	Introduction to Evaluation	I	X
1.4.6	Evaluation: A Self-Study	A	
Academic and Enrichment Programming			
1.5.0	Exploring Curriculum Activities	B	X
1.5.1	Integrating Academics and Enrichment	B	X
1.5.2	Homework Assistance	B	X
1.5.3	Focus on Language Arts	I	
1.5.4	Focus on Math	I	
1.5.5	Focus on Science	I	
1.5.6	Focus on Social Studies/History	I	
1.5.7	Focus on Healthy Living	I	
1.5.8	Focus on Visual/Performing Arts	I	
Supervising and Supporting Staff			
2.2.0	The Role of the Site Leader	I	X
2.2.1	Incentives and Motivation	I	X
2.2.2	Coaching Staff to Success	I	
2.2.3	Making Meetings Work	I	
2.2.4	Delegations Skills	I	
Including Children with Special Needs			
3.1.1	Creating an Inclusive Program	I	X



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Establishing Partnerships with Families, Schools and Communities			
3.2.1	Communicating with Families	B	X
3.2.2	Understanding a Vision for Family Involvement	I	
3.2.3	Listening and Responding To Families' Needs	I	
3.2.4	Partnering with Schools	I	
3.2.5	Partnering with Communities	I	
Leading Afterschool Programs			
3.3.1	Knowing Yourself as a Leader	B	X
3.3.2	Your Leadership Style	B	
3.3.3	Building Leaders	I	
Equity, Diversity, Inclusion and Anti-Oppression			
3.5.1	Creating Respect and Safety	I	X
3.5.2	Going Deeper: Exploring Diversity	I	
3.5.3	Exploring Privilege	A	
3.5.4	Privilege, Power and the Ladder of Oppression	A	
3.5.5	Exploring Cliques in Your Program	I	
3.5.6	Becoming Allies with Children Youth and Families	I	
Creating Culturally Sensitive and Equitable Programs			
3.6.1	Cultural Competence: Identity, Diversity and Engagement	A	X
3.6.2	Cultural Conflicts and Strategies	A	
3.6.3	Promoting an Understanding of Cultural Sensitivity	A	
Bullying Prevention Series²			
4.1.1	Understanding the Problem of Bullying	B	
4.1.2	Understanding the Costs and Roles of Bullying	B	
4.1.3	Bullying Prevention and Intervention Strategies for Adults	I	
4.1.4	Bullying Prevention and Intervention Strategies for Children and Youth	I	
Health and Fitness (in partnership with Coaching Corps)			
Coaching Part I		B	
Coaching Part II		I	
Girls in the Game		B	
Creating and Strengthening Sports Programs		I	
English Learner Training³ (in partnership with Development Without Limits West)			
Knowing English Learners		B	
English Language Development, Academic Support, and Linkage to the School Day		I	
Healthy Cultural Identities and Engaging Families and Communities		A	
Science, Technology, Engineering and Math (STEM)			
NPASS Training Project ⁴ (in partnership with Education Development Center)		B, I	
Hands-On STEM training in a variety of activities		B, I	

¹ Free training provided through generous support from the California Department of Education Child Development Division School-Age Training Project. Available through June 30, 2013.

² Bullying Prevention training only offered as a 2 or more module series.

³ English Learner modules are 4 hours. Also available in a one year package that includes all materials, coaching and technical assistance. Call to schedule.

⁴ NPASS includes training, coaching and material kits for a 5-month program cycle. Call to schedule.

