The CalSAC Trainer Network
Deepening Skills, Growing Leaders

The School-Age Training Project

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Understanding the Behavior of Children and Youth
Module 1.3.1

A CalSAC Module

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The California School-Age Consortium

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

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

Getting Started

- Training Agenda
- Bike Rack
- Group Introductions

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)

Today's Objectives

By the end of this module, participants will:

- Understand behavior as purposeful, and learn how to look for patterns in behavior that will help identify possible causes of that behavior

- Learn effective behavior guidance strategies or techniques

Training Introduction

Flight Crew

Plane #1   **Plane #2**

Flight Crew & Aircraft

Plane #1   **Plane #2**

Focus on Crashes

- We tend to focus on the big and bad behaviors of children and Youth

Focus on the Maintenance

- Explore the causes of unwanted behavior.
- Behavior guidance is the ongoing process of preventing problems from occurring.
- This training is focused to identify ways adults can meet the needs of children/youth so there are no crashes.

Key Concepts

- People are social beings, with a need to belong.
- People view a situation from their own perspective.
- People are decision-makers.
- Behavior is purposeful.
- Behavior should be understood as a whole, or part of a pattern.

Five Premises of Human Behavior

People are social beings, with a need to belong.

- We have developed and succeeded in part because of our need to be a part of a group.

Five Premises of Human Behavior

People view a situation from their own perspective.

- We each view the world from a personal perspective, or point of view.
- Our point of view is shaped by our culture, position in society, and life experiences.

Five Premises of Human Behavior

People are decision-makers.

- We want to give the children and youth opportunities to:
  - Practice making decisions
  - Take responsibility for their decisions
  - Learn how to deal with decisions that have natural and logical consequences, both positive and negative

Five Premises of Human Behavior

Behavior is purposeful.

- Everyone uses behavior as a means of communicating their wants and needs.
- Youth may use actions because they do not have the skills to verbally communicate what is needed.
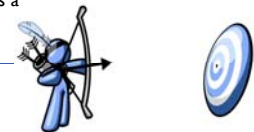
Five Premises of Human Behavior

Behavior should be understood as a whole, or part of a pattern.

- We all have patterns of behavior.
- Observation helps to understand these patterns.
- We must talk to each other and share our observations in order to fully understand.

Abraham Maslow (1908 -1970)

- Maslow defined a *hierarchy of human needs* that we can use to understand the behavior of children/youth.
- We will focus on the basic needs:
  - Physical health (physiological needs)
  - Security
  - Belongingness
  - Esteem

Maslow's Hierarchy of Needs

Physical Health

- Before we can address unwanted behavior, children/youth need to be:
  - Well-rested
  - Free from illness
  - Pain
  - Hunger
  - Thirst
- It is basic, but many behavior problems start with a child/youth who is physically tired or hungry.

Maslow's Hierarchy of Needs

Security

- Maslow was speaking primarily of physical security.
- We can also define security in terms of emotional security.
- Children/youth get emotional security from:
  - clarity
  - predictability
  - freedom to make mistakes, forget, or need additional practice
  - freedom from indiscriminate and unexpected punishment and reactivity
  - freedom from harassment, intimidation

Maslow's Hierarchy of Needs

Belonging: All humans need

- To give affection and regard to others
- To help others
- To belong
- To get affection and recognition from others
- To be valued as a person, not just for what one does for others

Maslow's Hierarchy of Needs

Esteem needs are met by:

- Achievement of goals
- Overcoming challenges
- Making progress
- Recognition of one's own success
- Being able to cope by oneself
- Respect from others
- Having a good reputation
- Prestige
- Recognition from others of success and achievement

Behavior Guidance Strategies and Techniques

- Offer sufficient materials and appropriate choices.
- Model desired behavior.
- Reinforce appropriate behavior.
- Stay in close proximity.
- Redirect behavior.

Activity: Looking back, Looking forward

- Which human need is being met by the behavior in the scenario?
- List any steps you could have taken to prevent the issue from occurring.
- Be prepared to share back with the larger group.

Activity: Creating an Action Plan

Record how you will:

- Create a safe environment, both physically and emotionally.
- Be aware of the individual needs of each child/youth and any changes occurring in his/her life.
- Look for patterns in children's/youth's behavior.
- Try to identify causes.

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

www.calsac.org

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!

Behavior Guidance Strategies Handout

NOTE: The techniques on side one of this handout are more positive and should be used on a regular basis. The methods on side 2 are to be used when more serious problems arise or one that might cause a danger to the children or youth involved. Exclusion from the program should be used only when all other behavior management techniques have failed.

Strategy	When to Implement	Solution
Offer sufficient materials and appropriate choices	At all times	Offer a wide variety of activities with sufficient materials that interest children and youth and create opportunities for success.
Model desired behavior	At all times	Demonstrate the kind of behavior that you would like to see from children and youth, such as fairness, politeness, and cooperation.
Reinforce appropriate behavior	Whenever possible	Use a variety of methods, such as acknowledgment, encouragement, or group rewards that are consistent with the philosophy of your program. Build bridges to intrinsic rewards, particularly with other children and youth, by saying, "How do you feel when you make the right choice?" In that way, the child or youth becomes self-motivated.
Stay in close proximity	When misbehavior is not serious but could become so if not addressed	Move to stand near the child or youth so that he or she is aware of your presence.
Redirect behavior	When minor behavior problems can be stopped by moving the child or youth from the situation before the behavior escalates	Move the child or youth to a new activity or area that will interest him or her and avoid the problem situation.
Discuss the problem and possible solutions	When a problem arises between children or youth	Involve the children or youth or the whole group in verbal problem solving or conflict resolution through discussion or role play possible solutions.
Give verbal reminders	When a child or youth is acting in opposition to the expectations or policies of the program but is not creating an immediate danger to others or to the facility	Give one verbal reminder of the specific rule expectations that were broken and the consequences agreed on earlier for continuing the behavior.
Use time-in	When a child or youth continues acting in opposition to the expectations after receiving a verbal reminder	The staff person who saw the behavior intervenes and tells the child or youth that he or she has earned *time-in* (i.e., a specific amount of time). The child or youth stays with the staff person during the designated time. They discuss the situation and options for handling this situation in the future. When the time is over, the child or youth goes back to the group.

Source Material: Kids Time, California Department of Education, 1994

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Strategy	When to Implement	Solution
Remove privileges (Time-Out)	When a child or youth has continued in opposition after receiving a reminder and using time-in	Restrict the child or youth from participating in an activity or provide other consequences that have been predetermined.
Arrange follow-through with parents or family members	When techniques above have not resulted in an improvement in the child's or youth's behavior	Arrange for daily communication between the staff and family members and set up a positive behavior chart for each day (based on changed behavior in the out-of-school time program). The staff look out for the child or youth "doing it right" throughout the day and verbally reward the child for doing so. Parents or family members will follow up at home with what they feel are appropriate consequences. Staff members may help family members set up positive behavior reinforcement charts for the home.
Develop a contract	When other methods have produced little change in serious behavioral problems	Create a written agreement between the program, the parent or family member, and child or youth, requiring specific levels of behavior for the child's or youth's enrollment in the program to continue.
Exclude from the program	When a child or youth presents a real danger to others even after other methods have been tried	Inform parents or family members that they must find a different program for their child or youth for a specified time period. You might try to help them locate a different type of program that will work better for their child or youth.

Source Material: Kids Time, California Department of Education, 1994

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My Plan of Action Handout

1. **How could you accomplish the following in your own program?**

    - Create a safe environment, both physically and emotionally.

    - Be aware of the individual needs of each child or youth, and any changes occurring in his or her life.

    - Look for patterns in children's/youth's behavior and try to identify causes.

2. **Choose one new strategy that you are willing to try in the following week, and write it here:**

3. **What do you want to remember about today's training?**

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 Modules[1])
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

CalSAC Training Topics and Modules	Audience Level	CDE School-Age

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 Modules[1])
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 Series[2]		
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 Training[3] (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.