



THE TRILOGY

MANAGING THE ENVIRONMENT, BEHAVIOR GUIDANCE, AND POSITIVE DISCIPLINE

The Trilogy

These essential and foundational basics-managing the environment, behavior guidance, and positive discipline, will make or break your experience with youth.



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Connect to Online Instruction

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The Trilogy—Managing the Environment, Behavior Guidance, Positive Discipline

Key Points

This e-Book looks closely at the trilogy—managing the environment, behavior guidance, and discipline. These three go hand in hand to create a space for learning that is safe and productive. Each however has its own importance and understanding. When you finish with this e-Book you will have an understanding of each of the components of the trilogy and how they work together.

Terms/Glossary

Manage the Environment: This term refers to understanding the different spaces you will occupy in the after-school program and your place in that space.

Behavior Guidance: Youth have choices about the behavior they exhibit. Sometimes those choices do not seem apparent to them because they have become a habit. In order to help youth make the best choices, you will need to guide those choices by helping them think through the consequences of the choices they make. It is important to remind youth that they are one choice away from positive behavior.

Discipline: Discipline is a systematic way of helping people develop self-control by utilizing external supports until each becomes self-disciplined. To be effective, discipline should be consistent and administered in the same way across the board to all youth.

Agreements: Agreements are standards of behavior that everyone agrees to follow. C4K encourages you to use broad agreements: Be safe, Be Respectful, Be Responsible, and then spend time with youth fleshing out how each agreement will sound and appear when it is being followed.

Visual Scanning: Visual scanning is a method of taking in the space visually, looking for any anomaly or something that doesn't look quite right. It is a method to be “in the moment” and aware of one's surroundings and the people in those surroundings.

Auditory Scanning: Auditory scanning, like visual scanning, is a method of taking in the space through listening. As you are listening, you are paying attention to the kind of noise, or lack of noise, that you are hearing. There is “healthy” noise of youth working together, and there is the “unhealthy” noise of contention. When using an auditory scan, silence as you approach should raise a flag.

Manage by Walking Around: MBWA is about moving around a learning space to ensure that things are going as you desire. There is nothing “sacred” about standing in the front of a room. Youth will follow you as you move around and proximity supports the behavior you have all agreed on as appropriate.

Research: Youth do research to determine if the leaders say what they mean and mean what they say. Being impeccable with your word matters. It is the foundation for building a trusting relationship. Youth will test you to figure out if you are a person who can be trusted or someone they should be skeptical of.



Prior Knowledge

Think back to your experience in school: elementary, middle and high school. Do you remember having teachers who struggled getting control of the class? Do you remember others who seemed to manage the logistics and students without any hassle? And then of course, there were probably those who were able to manage most situations and work with most students, but struggled with a few. Think about how these teachers were alike and how they were different. How did they handle supplies, materials, seating, and their position in the space? Did they greet you or ignore you when you first came to class? Did they have clear expectations about behavior? Did they follow-up and follow-through with all students in the same way? Did they have conversations with youth or did they send disruptive students directly to the office? The way adults manage the space, guide behavior, and think about discipline will either facilitate learning or be a barrier to a learning environment.

Brain Power

There is an adage that states, “You can lead a horse to water but you can’t make it drink.” You may wonder what that has to do with youth and discipline, but there is a connection. It is not possible to manage a person’s behavior for them in the long term. While you can do things to manage another temporarily, the moment you are gone, the opportunity to choose a different behavior is within them. If the behavior guidance and discipline plan you have does not have youth buy-in, you will be constantly working to maintain order and calm. Once the youth own the plan, your challenge will be reduced significantly. You can put the structures and systems in place, but like the horse, youth have the choice whether or not to embrace them. It is important that we build buy-in by asking for input, feedback, and check in with youth to see how we are doing as a group. If you wonder if this is truth, consider the agreement you made as an adult to drive respecting the speed limit and other rules of the road. How many of us do not follow those rules, unless we have truly bought-in to the importance of those guidelines? Youth are no different. Buy-in and ownership is essential.



Introduction

Understanding how to set up an environment that is safe and respectful is an important aspect of after-school programming. Creating this space is complex and requires that you understand the importance of managing the environment, guiding the behavior choices youth make, and discipline. Once you understand, the only way to make it work effectively is to practice, practice, and practice. Stay tuned in to guiding principles discussed in the following material so each of the situations in which you find yourself will have some commonalities.

Debrief

At this point, consider your thoughts about managing the environment, behavior guidance, and discipline. What is your understanding of each of these? How do you implement your thinking in the program? This understanding will help you think through the information presented below.

Knowledge and Information

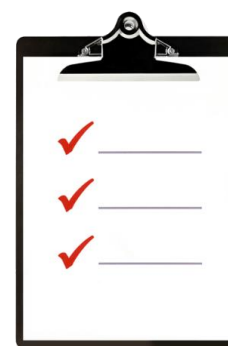
Managing the Environment

Managing the environment refers to creating a space that helps students learn, that is easy to navigate, and reinforces positive behavior. It also means being aware of your place in the environment, how you move, present yourself, and create a presence.

When you and the students are in an indoor space such as the classroom or cafeteria, or an outdoor space such as hallways or the playground, or off campus on a field trip, it is important to have a set of clear agreements, routines and procedures in place, that are appropriate to that location. For example, while it might be preferable for students to be running when they are outside on the playground, running is not safe for students in the classroom, the hallways or the cafeteria. In order to establish clear expectations, when discussing the agreements of safety, respect, responsibility, and fun, special attention should be paid to how each agreement will look, sound, and feel in each of these locations.

Safety Tips:

- Post classroom agreements
- Remind students of agreements before moving from one location to another
- Post a door sign that has a space at the bottom so if you leave the classroom, you can write down where you will be so people can find you
- If you are on a field trip, count the number of students and take roll before you get on the bus to leave school and when you get on the bus to return
- Go over emergency procedures so students will know how to evacuate the building or the playground
- Stand near disruptive students



Respect Tips

- Know each of your student's names
- Have a seating chart so a substitute will know the names of your students
- Remind students of the agreements so they can keep each of them
- When talking to individuals, bend down so you are on eye level with them
- Develop relationships with students so they will want to participate fully in the after-school program



Responsibility Tips

- Be prepared for the day, every day. When you are prepared, the environment will be easier to manage
- Gather supplies before students arrive so they are not waiting for you
- Send the message that you expect students to keep the agreements by your body language and your tone of voice
- When possible, set the environment up in advance. If going on a field trip, go by yourself prior to taking the students

- Remember that you are like the guest who should leave the environment, (classroom, cafeteria, playground) in better condition than it was in when you arrived
- Keep tabs on what students are doing

No matter which of the environments listed above you find yourself in with students from the after-school program, it is critical to remember that you are supervising them and you must be conscious of what they are and are not doing. Supervising students requires that you are alert, both by watching and by listening, to what is going on with the students. There are noise and activity levels that indicate that students are working together and communicating about the task they are working on. There are other types and levels of noise that surface when students are not on task.

To effectively manage the environment, you should monitor students through:

- Visual scanning
- Auditory scanning

Visual Scanning: As the program leader you must be certain that you can see all of the students.

- Move around the environment so that you can clearly see students who are sitting and standing.
Moving around also allows you to see students from different vantage points.
- Keep the majority of students within your sight line, even when you are speaking or working with one or two students.
- Limit the number of times you turn your back on students as well as the length of time.
- Walk at the end of the line and have line leaders walk at the front. This way you will be able to see students in the hallway and on their way to and from the classroom.



Auditory Scanning: As the program leader you should continually monitor students by listening to them, not to the words but to the overall tone and volume of the noise.



- Noise can be productive and reflect students working together.
- Noise can be disruptive, sounding like arguing, talking loud or loud laughing.
- Noise can be non-existent. Sometimes an absence of noise can be more a signpost for trouble.
- Noise levels can change rapidly, changing from loud to soft, relaxed to nervous, productive to disruptive. Pay attention for a change in the noise level as this often indicates that things are not going well or as planned.

Additional Tips for Successfully Managing the Environment

When working with students it is important that you create a presence, an attitude that helps students understand that you are the authority and the person responsible for their well-being. Establishing a presence can be supported by implementing the following:

MBWA: Manage By Walking Around is a key strategy for you to use when managing the environment. If a student is acting out, simply moving over to where the student is and stand there. It is a sure fire way to

settle things down. Moving around also keeps students a little off balance, wondering what unpredictable thing you might do next. Moving around keeps students guessing about your next move. Coupled with high energy, you can more easily manage the environment and as a result, help students make the choice to manage his/her own behavior. Nothing is as effective in maintaining a positive environment as being physically present near students, especially those who might be disruptive.

The “Look”: Master the “look” that lets students know you mean what you are saying. (Everyone has experienced the “look” at least once—from a parent, a teacher, a coach. The “look” clearly says, “What are you thinking?” and “I can’t believe you are doing that.” It also says, “You need to stop this behavior NOW!” The “look” is a way to quickly telegraph a message to the student and it helps them make a better behavior choice. Many times, the “look” will act as a reminder to students and they will remember the agreements they have made.

Use a Well-Modulated Voice: Your voice should be steady and strong. Speaking too loudly will often be ignored by students. Speaking softly can be more effective. Try not to react to what is happening but rather respond to the situation after you have thought about it. Be in charge of the environment rather than letting the environment be in charge of you.

Maintain High Energy: Your energy and enthusiasm can be contagious. Maintaining high energy is essential. Students seem to sense when you are operating at a low energy level. They understand it intuitively and respond accordingly. Youth start by pushing the boundaries just a little and if they get away with it, then they push a little further, and soon they are over the edge. When you are exhibiting high energy yourself, it keeps students guessing and alert to what will happen next. Through your enthusiasm, you help to channel the energy of the students into productive learning. Students who are engaged in what is going on make managing the environment easier.



Bullet Points

- Managing the environment requires you to consider all the different environments you find yourself in and determine guidelines for each space.
- Safety tips include: posting agreements, going over emergency procedures, and standing near disruptive students.
- Respect tips include knowing names of students, developing relationships, and moving to eye level when having a conversation with youth.
- Responsibility Tips: be prepared, expect youth to make good choices, keep tabs on youth, and leave space in a better condition than it was when you arrived.
- Know your place in the space. Do this by:
 - Visual scanning (continually monitoring visually)
 - Auditory scanning (knowing the difference between positive and negative noise and silence)
 - MBWA (Manage By Walking Around)
 - Use the “look” (the look that says, “Knock it off!”)
 - Using well-modulated voice (speak in normal tones, even when upset or angry)
 - Maintain high energy (youth take their cue from you)

C4K Minute—Making It Real

Think about your after-school space. Consider each space separately. What will it take for you to manage this space and your place in it? Think about walking from the classroom to the playground for physical activity. You are in several environments. What will it take to make the space support your work?

Debrief

Consider what you have learned. What is your key learning(s)? Is it a confirmation, a tweak or adjustment, or an Aha!?

Behavior Guidance

Supporting Positive Student Behavior

Positive student behavior is fostered by creating a structure in the after-school program that paves the way for cooperation, eliminates many conflict and behavior problems before they occur, and provides an organizational foundation for any of the environments in which after-school programming operates (classroom, cafeteria, hallways, playgrounds, and field trips).

You may have some mistaken beliefs about what structure is. You may believe that structure is created by setting rules. You may believe:

- Children won't take me seriously unless I'm strict, or
- Students resent firm rules and teachers that make them, or
- Explaining my rules to the children should be enough, or
- If I cover the rules once, that's enough, or
- If children hear my rules often enough, the message will begin to sink in, or
- Children should know what I expect and when my students sense that I care, they will cooperate.



The problem with rules can best be summed up in the cliché, “Rules are meant to be broken.” When rules are announced or take the form of requests or directives, they are abstract and represent what you hope students will do in order to behave. When they are in the negative, telling students what not to do, they are focused on misbehavior rather than on appropriate behavior. When they are specific, such as keep hands and feet to yourself (or in the negative don't hit or kick), creative students will find ways to bump into another student while their hands are at their sides, or use words to be hurtful to another student.

Creating Agreements

Structure is not created by having a list of rules, even if the list is generated by the students. It is created by entering into agreements with students that are defined by the students in concrete terms. Students identify how it will look, sound and feel when the agreements are being kept. Agreements identify the behavior we want from students. They are positive statements, and when fleshed out, act as a guide or road map for students so they know what is expected. Agreements are between students and staff. It is essential that the agreements are clear to everyone.

The four agreements that are recommended for after-school programs are:

- Be safe
- Be respectful
- Be responsible
- Have fun

To clarify each of these agreements, students should be asked to create skits, poems, songs, raps, posters, and speeches that define what these agreements mean. It is important that students clarify these agreements for the different environments in which after-school programs operate: the classroom, cafeteria, hallways, playground, and on field trips.

When clarifying the agreements, students will do so in an age-appropriate way. Agreements will be defined somewhat differently depending on the age of the child. For example, while respect for a first grader might well include walking to the playground holding hands with another student, for seventh graders, a boy and girl holding hands walking to the playground would not be appropriate at all. Once students have clarified the agreements, they should share those clarifications (skits, songs, etc.) with others in the program during a Friday assembly. It takes time to clarify agreements. It is fitting to spend the first 4-6 weeks of the after-school program being certain that students understand each of the agreements.



After the Agreements are clear, it would be appropriate to:

- Create a chart labeled, “Student-Program Leader Agreements”
- Have all students sign and date the “Student-Program Leader Agreement”
- Send a copy of the Agreements home with the students
- Post the Agreements each day. Reviewing routinely, checking to be sure that students’ understanding has remained the same, and/or making modifications or additions to how the Agreement will look, sound, and feel if it is in effect

C4K was given the following 10 Commandments of Behavior Guidance a number of years ago. Although we no longer remember where they came from, we would like to share them with you and say, “Thank you,” to the person who shared them.

THE 10 COMMANDMENTS OF BEHAVIOR GUIDANCE

1. Treat youth with respect and preserve their dignity.
2. Put youth’s best interest in the top spot.
3. Problem solve instead of placing blame.
4. Model respectful behavior yourself, be tolerant, patient, and caring

5. Intervene at the lowest level possible—take the “trick” with a two instead of your ace.
6. Build relationships with the children and youth you serve.
7. Let youth know you believe in them and their ability to make good and wise choices. (Otherwise there is no reason for kids to behave.)
8. NEVER do anything disrespectful, illegal, immoral, ineffective or bad for health/safety, or that you wouldn't want done to you. Your behavior gives permission to youth to act as you do.
9. While children and youth might frustrate you, continue to build relationships through time, care and belief, and NEVER give up on them.
10. **CATCH KIDS BEING GOOD....REINFORCE THE BEHAVIOR YOU WANT.**



Bullet Points

- Be proactive and eliminate sources of conflict before it begins. Pave the way for cooperation.
- Set agreements rather than make rules.
- C4K suggests these four Agreements: Be safe, Be Respectful, Be Responsible, and Have Fun. Clarify each of these agreements with students through hands-on, interactive activities and discussions to define them in each of the after-school environments.
- The 10 Commandments of Behavior Guidance speak to how you can support positive behavior and what Agreements should be in place for safety, respect, and responsibility choices by each youth.

C4K Minute—Making It Real

What behaviors do you expect at the drinking fountain that will demonstrate safety, respect, and responsibility? Will safety include leaving a space between the line and the person drinking? Will respect be demonstrated at the drinking fountain by taking turns and waiting in a line? Will responsibility include counting to 10 for the person getting a drink, and then that person stopping and moving on? What else would it include at the drinking fountain? What demonstrable evidence are you looking for from youth that will indicate they understand the behavior you expect?

Debrief

What do you currently do to support positive behavior? In what ways has this section confirmed, tweaked or provided an Aha! that you can implement in the next 72 hours?

Positive Discipline

The next step is to be able to put the Agreements into effect. In order to do this, it is important that you are first clear about the difference between discipline and punishment. Positive discipline is proactive while punishment is reactive. Positive discipline is accomplished as a result of setting clear expectations, (these are the clarified Agreements),

understanding the consequences of not keeping the Agreements, and the opportunity to choose either to honor the Agreements or accept the consequences. A Discipline Plan is necessary so you can focus on the student's behavior



rather than the student personally. It is also important to understand the difference between inappropriate behavior that is unacceptable because it is annoying, irresponsible, or disrespectful, and behavior that is unsafe and causes harm to others. Discipline plans and procedures need to accommodate these two very different behaviors. If your student is causing harm to him/herself or others, he/she will be immediately sent to the Site Coordinator.

The Site Coordinator will determine the appropriate course of action which could include a telephone conversation with the parent, asking that the parent pick the child up immediately, suspending the child from the program for 1-5 days, and communicating the incident to the principal. If the student is being annoying, irresponsible, or disrespectful, then you will go through the established discipline procedure. In a Discipline Plan you have defined steps or consequences that will be administered if students choose to not honor the Agreements. In determining consequences you should select only those that you can administer and monitor. For example, if you cannot suspend students from the after-school program, then suspension would not be one of the consequences on your list. Having students help determine the consequences can be helpful if they have an understanding of what you can administer. It is also important that you and the students understand that if students are violent with one another or cause harm to each other, they will be immediately sent to the site director (or coordinator) and find that they are on the last step of the Discipline Plan. However, for most of the poor behavior choices that students make, the Discipline Plan is very effective.

Prevention Strategies: This is an informal stage during which the program leader would talk with the student, have conversations about the different choices the student can make, revisit the Agreements and what they mean, and thoroughly discuss the consequences of continued disregard for following the Agreements. During the first four to six weeks of after-school program each year, this informal stage is in effect with one exception, that of violent behavior. During this time it is essential that the Program Leader is working to build a relationship with each student. This relationship is a foundational aspect of management, guidance, and discipline.

The Discipline Plan is formal and written. Once the Discipline process has begun, it is important to follow-through and honor the student's choice to experience a consequence rather than follow the Agreements. Discipline is a step by step process. Following is an example of a Discipline Plan:

- Step 1: Warning
- Step 2: Time out #1 (for younger students—discussion of behavior choice, perhaps in writing)
- Step 3: Time out #2 (for younger students—discussion of behavior choice, perhaps in writing)
- Step 4: Reciprocal Room
- Step 5: Parent contact/Reciprocal Room
- Step 6: Site Coordinator



Descriptors for each of the six steps follows:

1. **Warning:** Tell the child/youth what you want them to do. Let the child/youth know that should the behavior continue, you will follow through with Step 2. Record the occurrence of the verbal warning on a child/youth Behavior Report.
2. **Time out #1 or Alternative #1:** The length of a time out is dependent on the age of the child/youth. 1st and 2nd graders begin with a 5 minute time out; 3rd – 4th begin with 10 minutes. The time out should begin when the child will be missing something he/she enjoys: chill out, personal choice, sports, free time, enrichment, etc. Unlike the younger students, Time Outs are not nearly as effective with older youth. It is suggested that with 5th – 8th graders you begin by providing them an opportunity to share with you, probably in writing, which Agreement they did not keep, the reason for not honoring the agreement, and what he/she could do in the future to honor the agreement. Let the child/youth know that should the behavior continue, you will follow through with Step 3. Write the Time Out/alternative on the child/youth Behavior Report.
3. **Time out #2 or Alternative #2:** The length of a time out is dependent on the age of the child/youth. 1st and 2nd graders advance to a 15 minute time out; 3rd – 4th advance to 20 minutes. The time out should begin when the child will be missing something he/she enjoys: chill out, personal choice, sports, free time, enrichment, etc. For 5th – 8th graders students repeat the activity in Alternative #1 and add a letter or memo to the parent or caregiver explaining the situation. Help them to share exactly what has happened without editorializing. You can always determine to not send the letter. There is value in the writing. Let the child/youth know that should the behavior continue, you will follow through with Step 4. Write the Time Out on the child/youth Behavior Report.
4. **Reciprocal Room:** The student is sent to a reciprocal room (you have made this arrangement PRIOR to the day you will use it.) Give the student work to take with him/her. The student will need enough work for an entire period. The work SHOULD be paper and pencil. When arriving at the reciprocal room, the student must ask for permission to enter. When the time in the reciprocal room is over, the returning student must ask your permission to return. Let the child/youth know that should the behavior continue, you will follow through with Step 5. Write the reciprocal room on the child/youth Behavior Report.
5. **Reciprocal Room and Parent Contact:** Repeat Step 4, but also contact the parent. Take your Behavior Report with you so you can let the parent know this behavior has persisted and you have tried to correct the behavior by having the child experience time outs and a reciprocal room. Be sure to let the parent know that with each step, the child/youth understood the next step that would be taken. Let the parent know the child/youth knew you were going to call home this time. Let the parent know that should the behavior continue, the child will be sent to the Site Coordinator. Let the child/youth know that the next step is a visit with the Site Coordinator. Record the occurrence on the Behavior Report. Talk with the Site Coordinator. Turn over the Behavior Report. Let the Site Coordinator know that with the next occurrence you will be sending the student to them.



6. **Site Coordinator:** During this step, the student is sent to the Site Coordinator for additional discipline. It is critical that you have followed all the steps and communicated with the Site Coordinator prior to sending the youth. Usually the Site coordinator has additional things they can do to support discipline. As a Program Leader, the last thing you want to do is send a youth to someone else if you believe you can work through the behavior with them. Once another party is involved the discipline becomes triangulated. As a Site Coordinator, it is essential that after discipline you do not “send” the youth back to class. Walk them back, enter the space with them, and talk with the Program Leader. This does not need to be a conversation about the youth which could be overheard by others in the class, but it should, at the very least, set a time for you to talk. It is important that all children and youth understand that the Program Leader and the Site Coordinator are a team.

During each step, there is a conversation with the student about the Agreement that was not honored. This conversation should begin with the following question or statement:

1. What was your understanding of our Agreement about (safety, respect, responsibility)? - or -
2. Help me to understand how (specifically state what the student did) is (safe, respectful or responsible).

After the student responds, you would ask the student what it would take for him/her to keep the Agreement. After the student identifies what that would be, he/she is asked if it would be possible for him/her to do what is needed to honor the Agreement. If the student cannot identify what he/she could do, it is appropriate for you to ask, “What do you think would happen if...?” You would complete the question by inserting a possible behavior correction, and then wait for the student to respond.

Finally, you should let the student know you expect him/her to keep the program Agreements and that should the child not honor the Agreements, then he/she will be choosing a consequence (this consequence should be clearly identified.)

The information of the formal conversations should be recorded on the Discipline Plan Record. This record should be added to each time you have a formal conversation with the student about his/her following the Agreements. It is important that the student only move one step on the Discipline Plan on any given day. (A Discipline Plan Record is attached to this document.) Make the Site Coordinator aware of a student’s discipline record if he/she is nearing Step #6. Although this information can be shared with the Site Coordinator, it is important to remember that this information is confidential and should not be generally shared. If you need to scold or reprimand a student, please do so behind closed doors so that the scolding is not heard by everyone in near proximity.

Setting Firm Limits

You must ensure that students accept responsibility of their choices and their actions. This means that you must set firm limits. When you reach Agreements with students, they immediately begin their “research” to determine if you mean what you say, or put another way, to find out if your limits are soft or firm. If students’ research indicates that your limits are soft, it will be because you engage in one or all of the following:



- Speeches, lectures, and sermons about what behavior should be;
- Warnings followed by second, third and fourth chances;

- Pleading with students to, “Cooperate, OK?”
- Repeating and reminding students of the Agreements while ignoring misbehavior instead of addressing it;
- Reasoning and explaining, bargaining and negotiating, arguing and debating, pleading and cajoling, offering bribes and special rewards all in an attempt to get students to cooperate.

If students' research determines that your limits are firm, it will be because you engage in the following:

- Keeping the focus of your message on the student's behavior;
- Being direct and specific, identifying the Agreement and the behavior that did not honor the agreement;
- Using your normal voice, leaving out hints of anger, pleading, and bargaining;
- Specifying the consequences that will occur, or that were identified when there was a previous breach of the Agreement;
- Supporting your words with effective action, honoring the choice the student had made for the consequence in lieu of following the Agreement.

Talking With Parents

Staff/parent interactions on a regular basis are vital. At the end of the day, as each parent comes into the program site, the time should be treated as an opportunity to **share something personal and positive about the child**. Let



the parent know when the child had a great day or has done something special. Likewise, concerns about a child's behavior can be brought to the attention of the parent, with the intent of seeking input into ways to help the child. It is important that your first interaction with the parent is not about a concern. Also, if you need to talk with a parent, do so in a private area. If possible, set up the time in advance so the parent does not feel defensive and attacked.

Too often when we have conversations with parents about behavior we want to talk about the symptoms not the root cause. If you have established Agreements around Safety, Respect and Responsibility, the behavior you want to discuss should track back to one of those Agreements. As a parent, would you be more concerned talking about your child accepting responsibility for his/her homework or the fact that the youth did not bring his/her pencil to the program? When hearing about the pencil, most parents will look at you and wonder why you don't just give the child a pencil. However, when you want to discuss the student's resistance to accepting responsibility for his/her learning it is a much different conversation. Also, if you talk about symptoms, you will discover that often the symptom will be corrected, but the behavior will continue (lack of responsibility) and just manifest itself in another way.

Bullet Points

- Discipline is proactive. Punishment is reactive.
- Set Agreements to guide your Discipline Plan
- Informal discipline focuses on students' understanding of the agreements and requires conversation, either one-on-one or as a group, dependent on if the lack of understanding is individual or group.
- Formal Discipline Plans clearly define the consequences for youth should they choose to ignore Agreements.

- Violent behavior is unacceptable, ALWAYS. Behavior that intentionally hurts others is not tolerated.
- Set firm limits. Youth own the behavior choices they make. Honor those choices even when the choice they made is for a consequence.
- Students will research to determine whether or not you say what you mean, and mean what you say. They must believe that your word is good. It is the foundation for trust.
- Talk with parents to share both praises and concerns. Share something positive before you share something negative.
- Speak to parents about the Agreements not the symptoms—responsibility, rather than the pencil.

C4K Minute—Making It Real

Consider your Discipline Plan. What could you do to strengthen that plan? Think about how to engage youth in determining the consequences. Remember that ownership and buy-in makes your job easier.

Debrief

Consider the Trilogy. What is your key learning? How will you apply this in your work with youth in the next 72 hours?



Review

Tricks of the Trade

Set clear expectations with youth about what you expect of them in each situation and environment. To do this well, play “king or queen of the world” prior to meeting with them, asking yourself what each situation will look like, sound like, feel like. Play through the scene more than once. Then ask youth to tell you what it will look like, sound like, feel like, and only add things they miss by asking—“What do you think about ...? Is that important?”

Gem of the Day

Youth are responsible for the behavior choice they make. As an adult who cares about and respects each youth, the best thing you can do is honor the choice—even when it is a consequence.

Important Take-Aways

As a Program Leader you set the tone for your program and the expectations for behavior of the youth assigned to you. Knowing your place in the space supports positive behavior choices.

Troubleshooting

What do I do with youth who are disrespectful and defiant to me? Once they get started, the rest follow.

There is no one size fits all answer to this question. Each youth is different. However, it is a fact that the youth who is most disrespectful needs to be treated with respect. In a way they are seeing if you really mean “treat others with dignity and respect” when you are under pressure. When you react disrespectfully, it confirms for them that this behavior is the best path. That being said, you must say what you mean and mean what you say. If a youth becomes disrespectful, use the broken record strategy and repeat the directions. You can also use the word “nevertheless.” This is especially appropriate when they try to explain why they did what they did. Your response is “Nevertheless,” and the repeat the direction. If the child is defiant, then it is appropriate to call for support from the Site Coordinator.



Best Practices

- Clarify the Agreements of safety, respect, and responsibility for each environment (hallway, drinking fountain, classroom, etc.) and then create a chart to clarify the expectations in each of these spaces.
- Review agreements with youth daily.
- Use the Agreements as the foundation for your discipline plan.

FAQ's

It is challenging speaking with a parent that just wants to defend the behavior of his/her child. What are some things I can do to make this conversation go more smoothly?

Speaking with parents is a critical aspect of discipline. First of all, remember that parents do want their children to have the best chance to be successful and on some level they know this will require the youth to learn how to behave in a socially appropriate way. They are interested in their child being safe (both physically and emotionally), respectful (both giving respect and receiving respect), and responsible. With that in mind, craft your conversation around the Agreement not the specific behavior or demonstrable evidence. For example: "Mr. Smith, I know how important it is to you that Jill is learning about being responsible. We want that, too. I've noticed that Jill has been making some choices that let me know she is not taking responsibility as seriously as I think we would both like. I was wondering what you do to help Jill accept responsibility, so I might try the same strategy." Choose only one Agreement, and enlist the parent's support. This is not always easy nor is it always successful, but it is a step in the right direction.

Universal

No matter who we are or in what situation we find ourselves, it is important that we consider how to be safe, respectful (both giving and receiving), and responsible. It is also important that most of what we do be enjoyable and bring us satisfaction. Size up each situation through this lens.

After-School

Creating the space to be at 3:00 requires the adults to work collaboratively with one another and with youth to determine what that space will look like, sound like and then feel like. Then holding ourselves accountable to what we envision is everyone's responsibility.



Positional

There is one of you and maybe up to twenty of them. Work together with the youth in your program to create a safe, respectful, responsible, and fun space to be. Talk about it regularly and commit to making it better.

Review

Key Learning

Since you have reviewed the material, ask yourself how you can translate the information into a learning for you, and then how will you practice that learning by implementing it or executing on a specific action. Think in terms of your personal and professional life. For example:

Personal: I have learned that if I am a role model for the behavior I want others to demonstrate. If I want to be treated with respect, it is essential that I treat others with respect.

Professional: It is essential that I say what I mean and mean what I say. Being impeccable with my word sets the foundation for trust and respect.

Journal Entry

I did this well and celebrated by _____.

I did not do so well at _____, and I will strengthen my performance in the future by doing _____.

Debrief

What three things in this chapter resonated most with you? How will you use those in both your personal and professional life?



Walk Through the Day

Pre-Pre-Opening: On your way into work, think about the most challenging youth that you work with each day. Think of something positive about them. What do they do well? What are they interested in? What approaches work with them?

Practical Application: When you greet a challenging youth for the first time in a day, look them straight in the eye and welcome them to the program. Let them know you are glad that they are attending.

Pre-Opening: Youth who are challenging in the after-school program may be challenging in the school day as well. Check to see what sort of day the youth had during the school day so you can help the transition be successful.

Practical Application: Read the notice board or your clipboard daily and check in on the youth you work with. In your mind, prepare for greeting each of your students. If other leaders are struggling with youth, talk together, share best practices and strategies.

Opening: Set the tone for your day during the Opening. How you interact with each of the youth during Opening will be critical. If possible, engage the youth in helping during Opening.

Practical Application: Have a rotating schedule that will allow all of the youth in your group to help during Opening. Rotate the tasks and who is responsible for the task. Be sure you have a procedure that will allow a youth to “pass.”

Rotations: During rotations you will have many opportunities to manage the environment, your place in the space, and guide behavior. The more successful you are with these aspects, the less likely you are to use the Discipline Plan. However, the goal isn't to avoid the use the Discipline Plan. The goal is to manage the environment and guide behavior so you don't need to use it.

Practical Application: Before going into a new environment (in front of the door to the classroom, at the edge of the blacktop before moving to the playground) review the Agreements and expectations with the youth. Engage students in reviewing these Agreements rather than just reading them.

Closing: During the Closing you may have the opportunity to interact with parents. If at all possible, share positive information with the parent. Not only will this help you to build a supportive relationship with the parent, it will help set up the youth for a positive evening.

Practical Application: Greet each parent or caregiver by name. Let them know how much you appreciate having their child in the program. Then share a specific praise about the child pertinent to the day.

Connect to Online Instruction

Program Leader Supports

Safety

➤ KEY INDICATOR: Promoting Well Being

➤ Supervision

Mini #7	Line of Sight
Mini #131	Maslow's Hierarchy
Mini #51	Supporting Behavior – Eye Contact
Mini #52	Supporting Behavior – Scans and Proximity
Mini #53	Setting Agreements
Mini #84	Progressive Discipline
Mini #111	Consequences and Rewards
Mini #142	Supporting Behavior Choices—Manage By Walking Around
Mini #150	Supporting Behavior—Manage By Walking Around

➤ Key Indicator: Promoting Well Being, cont.

Module #1	Agreements Ownership Model
Module #12	What Youth Can Do
Lesson #3	Coaching Youth
Class #2	Safety and Supervision
Class #13	Discipline for Middle School Students

Youth Development

➤ KEY INDICATOR: Youth Development Approach

Mini #44	Student Leaders
Mini #89	Assets to Be Developed
Mini #90	Creating Family
Mini #109	Building Relationships with Students
Mini #114	Creating A Complementary Program
Mini #126	So You Want to Be A....
Mini #127	I Am Capable
Mini #128	Community Event Planning
Mini #129	Making Mistakes is Okay
Mini #130	The First R—Relationships
Mini #135	Physical and Emotional Safety
Mini #136	A Sense of Belonging
Mini #139	Failing Forward
Mini #140	How Am I Doing? Helping Students Self-Assess



Mini #144	The Onus of Positive Choices
Module #12	What Youth Can Do
Lesson #3	Coaching Youth
Lesson #10	Ages and Stages
Class #5	Encouraging Student Leadership
Class #6	Release of Responsibility to Youth
Class #7	Levels of Leadership
Class #9	Youth Development Approach
Class #14	Relationships, Relevance, Rigor

The Trilogy

Managing The Environment

PL Class #18	Schedules, More than 1 Way to Spend 3 Hours
PL Mini #44	Environmental Agreements
PL Mini #73	Personal Space
SC Module #11	Using Environment to Support Behavior
PL Mini #36	Classroom Management Tips

Behavior Guidance

PL Mini #52	Supporting Behavior—Scans and Proximity
PL Mini #51	Supporting Behavior—Eye Contact
PL Mini # 142	Supporting Behavior—Manage By Walking Around
PL Mini #33	Setting the Tone
PL Mini #53	Setting Agreements
PL Mini #46	Redirecting
PL Mini #60	Praise in Public, Scold in Private
PL Mini #35	Learning Names Activities
PL Mini #62	Engaging the Maverick
PL Mini #70	Conflict Resolution Strategies
PL Mini #109	Building Relationships With Students
PL Mini #32	Class Meetings
PL Module #9	Agreements and Clean Up
PL Mini #14	What's Up?
PL Mini #28	Team Building Activities

Discipline

PL Class #6	Revisit Discipline
PL Class #13	Discipline for Middle School Students

PL Module #18	Tough Conversations with Parents
PL Mini #84	Progressive Discipline
PL Mini #37	Individual Discipline
PL Mini #38	Group Discipline
PL Mini #40	Celebrating Student Successes
PL Mini #29	Acknowledgment and Praises
PL Mini #66	Accountability
PL Mini #85	Assets to Be Developed
PL Module #21	Alternatives to Time Out
PL Lesson #24	Parents As Allies