

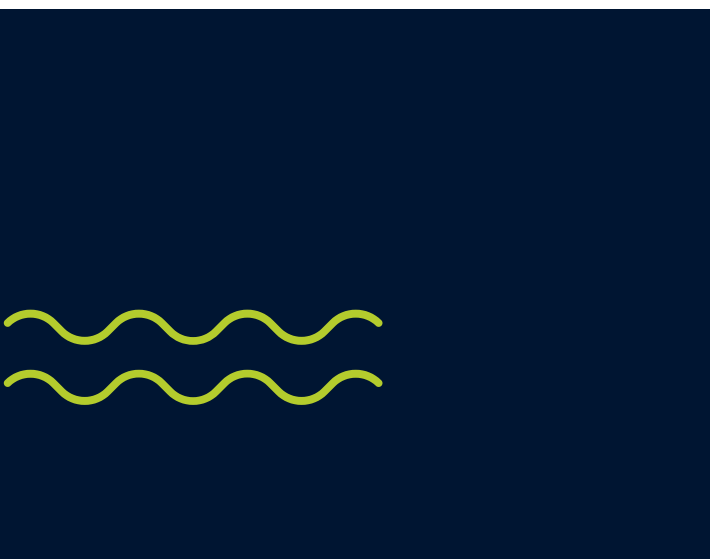


**BEHAVIOR
MANAGEMENT
TRAINING
THAT STICKS**

Welcome! Drop in the chat:



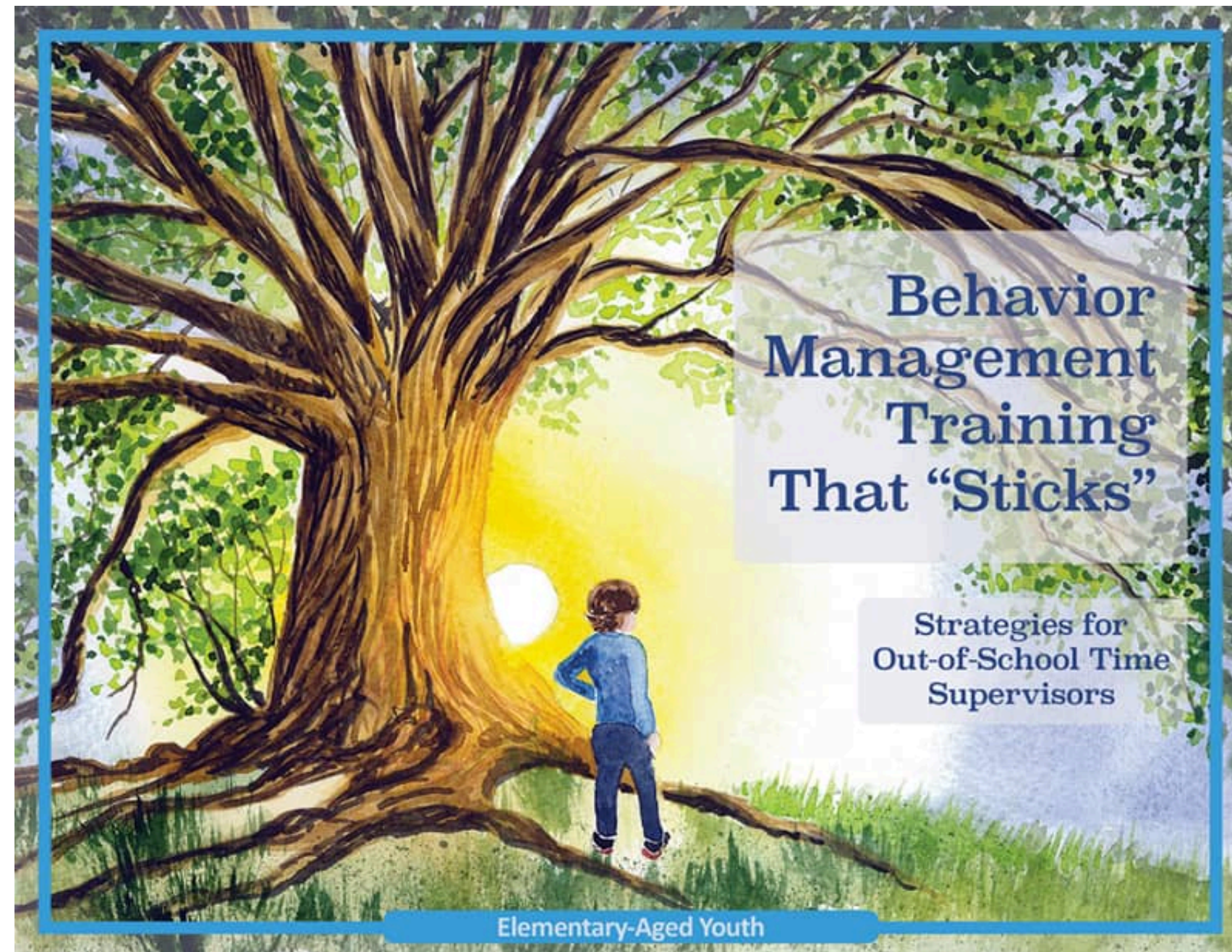
- Your name
- Your organization/role
- # of years you've worked in afterschool/summer programs



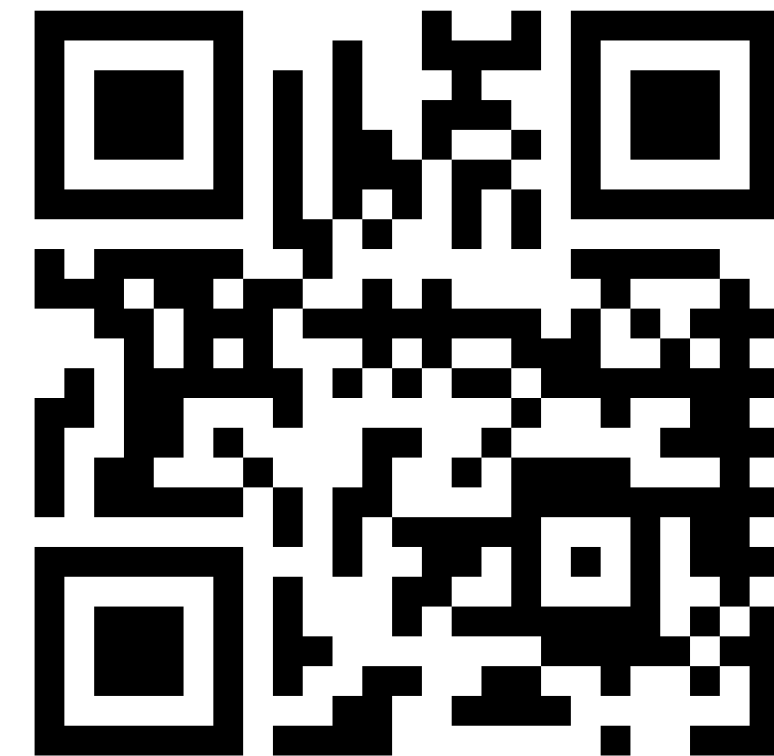


Stephanie Vadnais

- Beyond School Bells
- Former Site Coordinator in Lincoln
- Wife and mom of 2
- Afterschool Cheerleader & Resource connector



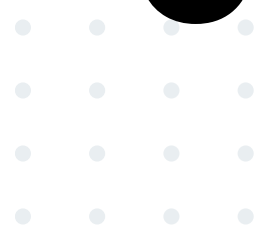
www.osttraining.com



Unique Challenges for OST Supervisors

- Limited Time for Training
- Many part-time staff
- High staff turnover
- Staff with no formal youth development training

Can you relate?



About OST Training that “Sticks”



- Creator is based in Salt Lake City
- Based off current research and 20+ year of experience working with children and youth
- Guidance provided by National Institute on Out of School Time




TRAINING THAT “STICKS”







Why it “Sticks”

- 
- **Tailored to OST setting**
 - Specialized and relevant topics
 - Designed for short team meetings
 - Anyone can lead (provides great leadership opportunities)



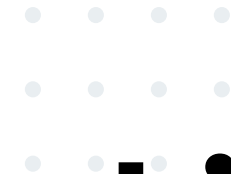



Why it “Sticks”

- 
- **Active involvement in training process**
 - Discussion-based
 - Opportunities to learn from peers
 - Staff can immediately put skills into action
- 

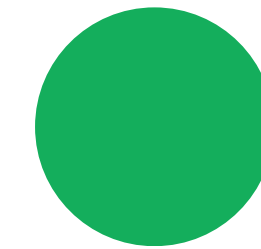
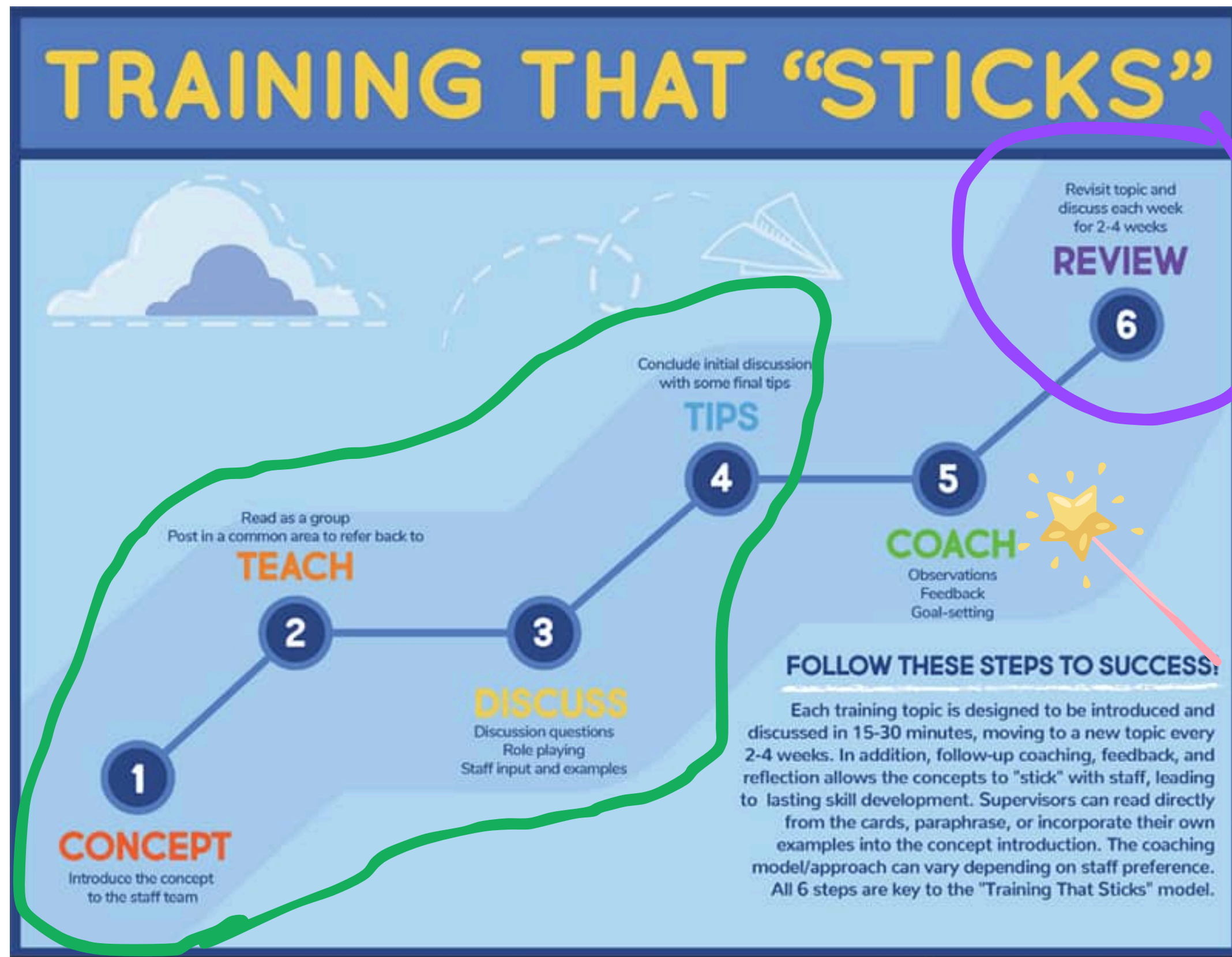


Why it “Sticks”

- 
- **Lasting impact on skills**
 - Topic-based coaching and feedback
 - Encourages a learning culture among teams
- 

The “Magic” is in the COACHING

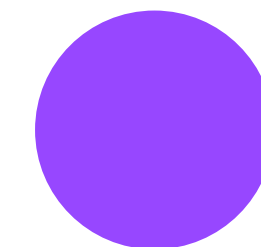




Review 1-4 (on card) during 15-30 minute staff meeting

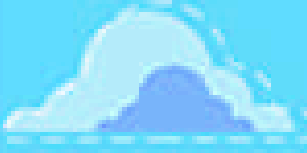


Supervisors provide coaching and feedback on that topic for 2-4 weeks


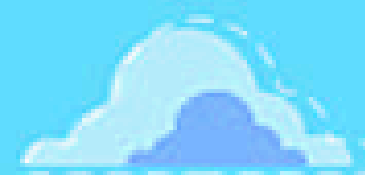


Complete the "Review" section of the card as a team weekly during 2-4 week period

1



INTERRUPTIONS



CONCEPT	TEACH
<p>Trying to lead an activity while being interrupted consistently can become frustrating, and is often quite time consuming.</p> <p>Sometimes youth are so excited about what you are saying that they cannot contain their thoughts! Or sometimes they are having other emotional reactions and cannot wait their turn to express their feelings.</p> <p>Teaching calming strategies that youth can do when they feel the urge to interrupt can be helpful, such as taking deep breaths and focusing on what the speaker is saying as opposed to what they want to say in response.</p>	<p>1) Model the interrupting behavior with the group. Wait for a time when you can talk as a group. Ask a youth to talk about their day, then interrupt by talking and/or putting up your hand enthusiastically (or any other interrupting behavior you have witnessed).</p> <p>2) Ask the group what they noticed about your behavior.</p> <p>3) Ask the youth who was speaking how they felt when you interrupted them.</p> <p>4) Ask the group why you might have been interrupting, and brainstorm ways to listen and be patient. Having youth roleplay and illustrate the desired behavior is helpful.</p>

2

3

DISCUSS

Have you ever had a strong reaction when being interrupted? If so, how did you handle this? And in retrospect, is there anything you would have done differently?

What are some reasons why youth might interrupt?

What are some strategies you could teach the youth to help decrease the interrupting behavior?

TIPS

- Have these discussions at a time outside of the interrupting behavior, not in the moment. For younger youth, try reading "My Mouth is a Volcano" by Julia Cook as a group.
- For older youth, instead of modeling the behavior yourself, try assigning them the role of "speaker" or "interrupter" during a roleplaying exercise. Don't announce who is has which role, just allow the scenario to play out and then ask the group what they noticed.

4

REVIEW

Has anyone dealt with youth interrupting since we last talked about this?

If so:

How did it go?

What would you do the same/differently next time?

How did you feel afterwards?

If not:

Can you think of any systems or strategies you have used that prevent interrupting from occurring?

6

Community Building



Systems and skills for building a sense of community and creating a positive, safe environment. Implementing these strategies can help prevent negative behaviors from arising.



- Setting Group Norms
- Behavior Management Systems
- Calm Down Areas
- Communication with Families
- Planning Activities
- Recognizing Positive Behavior
- Team Building

Behavior Management

Specific behavior topics that focus on guiding positive choices with youth.

- Behavior Contracts
- Competitive Activities
- Distractions
- Group Mediation
- Homework Completion
- Interruptions
- Loud Meltdowns
- Open Play
- Participation in Activities
- Power Struggles
- Setting Consequences
- Silent Meltdowns/Shutdowns
- “Small” Problems
- Suspected Stealing
- Tattling vs. Telling
- Transitions



General Skills for Staff



General skills and concepts that will help staff approach their work with youth.

- Active Listening
- Empathy
- Negative Thinking
- Picking Your Battles
- Self-Care



Small Group discussion



Coaching



Respect



- Celebrate strengths
- Connect
- Establish trust

Observe

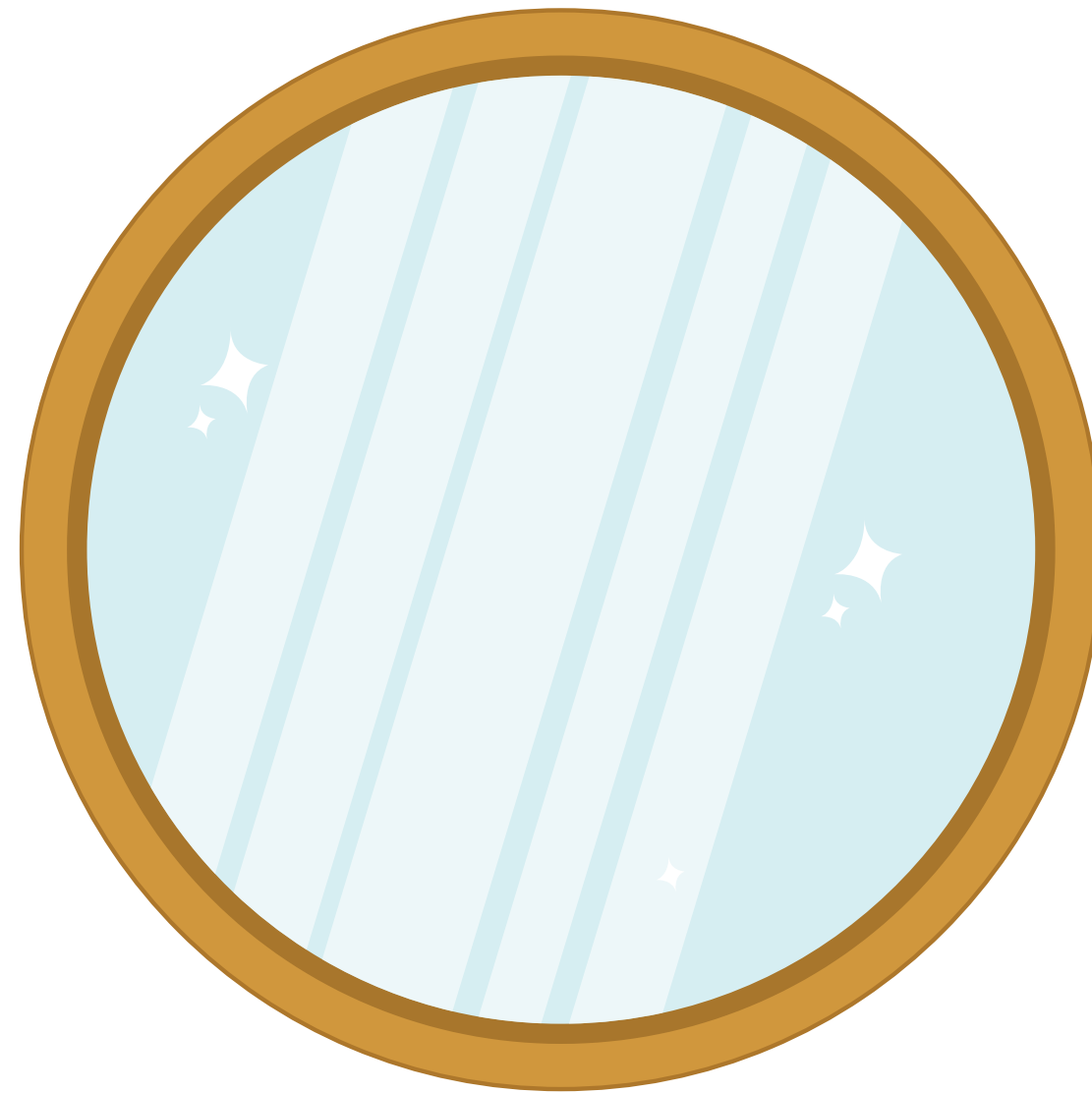
- Listen
- Watch



Support

- Ask questions
 - Guide reflection
 - Support plans
 - Model practices
- 
- 

A coach acts as a **mirror**, reflecting back information to help staff improve their practice.



Reflective Feedback

"I noticed..."

"I was curious about..."

Coaching Cycle

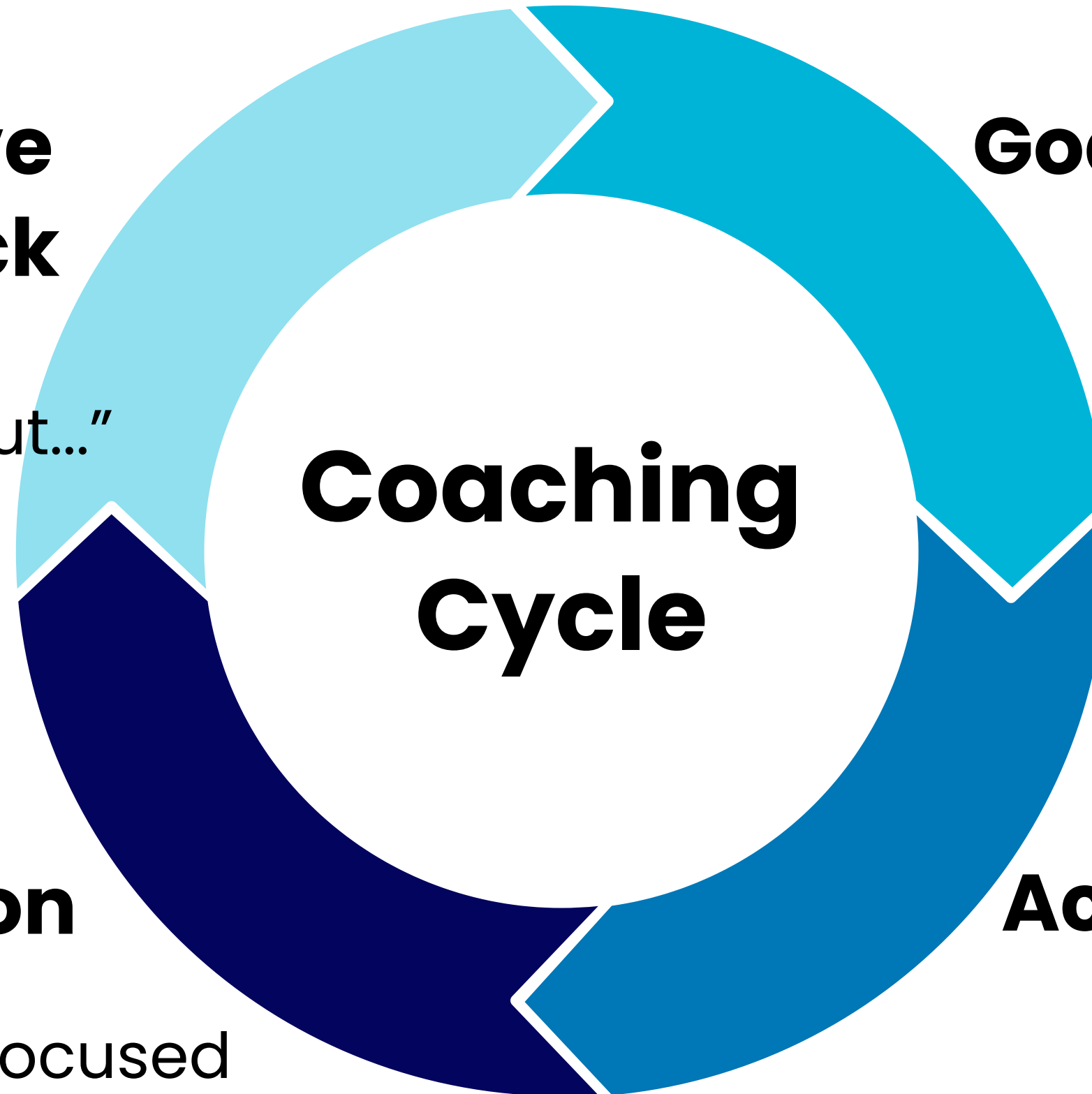
Goal Setting

Use Cards for these
steps- one card to focus
on every 2-4 weeks

Focused Observation

Keep feedback focused
on chosen topic.

Action Planning



Observations

- Observations are focused and intentional
- Coaches take factual, objective notes



Reflection



- Reflection involves both coach and staff sharing observations, interpretations, and ideas
- Staff lead & direct conversation. Coach does more listening than speaking.
- Address one thing at a time, begin with strengths, then address growth areas

Coaching tips


- Use **open-ended questions** and **collaborative problem solving** vs. lecturing
- Notice & describe observed **“moments of effectiveness”** as stepping stones for growth
- Maintain a **growth mindset** “We can all learn to do things differently.”



Considerations

- Acknowledge that being observed can feel **vulnerable**. Address these feelings proactively.
- Establish **norms and ground rules** early.
- Keep the process **individualized and intentional** to each staff members needs.





What questions do
you have about
coaching staff using
in this or another
model?

What other coaching
tips can you share
with other?

Remember to
Review each
topic before
moving on to
the next card



Interested in a
getting your
own kit?

www.osttraining.com

\$70
(plus \$17.10
shipping)



Questions?

Contact me!

Stephanie Vadnais

svadnais@nebraskachildren.org

THANK
YOU!