

# Success Planning



A team approach to guiding positive behaviors





# Introductions

Share:

- Your name
  - Organization/role
  - What is one thing young people in your program get really excited about?
- 
- 



- Beyond School Bells
- Former Site Coordinator in Lincoln
- Afterschool Cheerleader


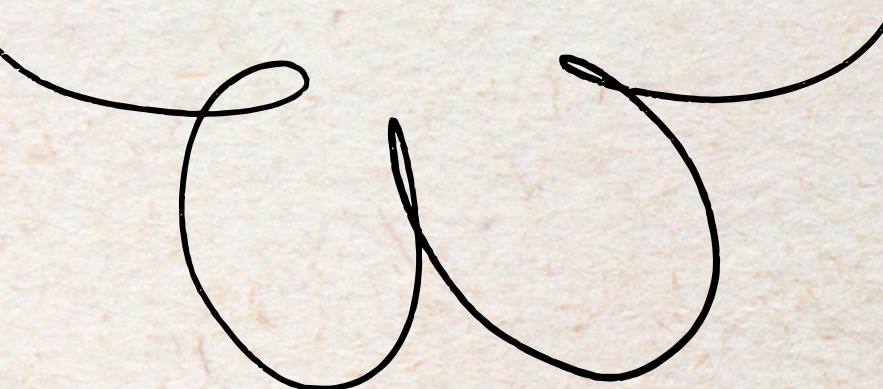


**Beyond School Bells**<sup>™</sup>  
nebraskachildren



**Behavior management** always tops  
the list of PD opportunities that  
Afterschool staff need.





Afterschool has unique challenges for  
creating and sustaining a behavior  
management system.

**What challenges do you encounter?**





# Success Plans are...

- One tool you can add to your toolkit
- Great tool for proactively working with those “high flyers” in your program
- A way to formalize partnership with youth, family, and school

# Success Plans are NOT...

- A comprehensive behavior management system
- A silver bullet that is going to magically make every kid follow expectations
- Going to be the right tool for every situation

**an**

to make a plan.  
include:

**Access big emotions**  
designated calm spot  
gets  
ice pack for chest  
bing strategies  
a trusted adult

**Needed**  
check in document or incentive cl  
cancelling headphones  
s

**gs to consider**

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and consequences remain in place.  
Program. Please see Program Handbook



During which parts of the Afterschool Program is it hardest for me to follow expectations?

Who are adults who I feel safe with?

Adults can be at home, at the Afterschool program, and at school.

Where in the Afterschool program do I feel safest?

When you do a good job, how do you like to be recognized for your success?

# Youth Planning Document

plan as needed
I know that the d. If I want to
plan is going. If my out to program
appen. I will check to this plan.

# Success Plan Form

[illegible]

# Tracking Document

# SUCCESS PLANNING

My name:

## All about me!

Things I like about myself	Things I like to do and learn about

What do I love to do at the Afterschool Program?

During which parts of the Afterschool Program is it hardest for me to follow expectations?

Who are adults who I feel safe with?  
Adults can be at home, at the Afterschool program, and at school.

Where in the Afterschool program do I feel safest?

When you do a good job, how do you like to be recognized for your success?

# SUCCESS PLANNING

Student's Name:

Date:

## Discover

Who on the team that commits to help the student succeed in the program?

What are the student's top strengths and interests?

Strengths	Interests

Which parts of the program does the student enjoy most?

Which parts are most challenging?

Where and with who does the student experience safety?

What helps the student succeed at home? In the classroom?

How does the student like to be recognized for their success?

## Define

What will success look, sound, and feel like for this student?

How will they know they are successful?

## Create a Plan

Based on what you discovered, work together to make a plan.  
Here are some elements you could include:

### Daily Routine

- Check in routine with trusted adult
- Scheduled breaks
- Movement passes
- 

### Leadership Opportunities

- Read with younger kids
- Help with check in or snack time
- Organize supplies
- Help collect recycling
- Help plan an activity
- 

### Recognizing Success

- Sticker chart
- Incentives based on interests
- High fives/secret handshake with adult
- More responsibility within program
- 

### How to process big emotions

- Go to designated calm spot
- Use fidgets
- Get an ice pack for chest
- Use coping strategies
- Talk to a trusted adult
- 

### Resources Needed

- Daily check in document or incentive chart
- Fidgets
- Noise cancelling headphones
- Stickers
- 

### Other things to consider

- 

**Plan start date:**

**Plan check in date:**

Reminder that all program policies regarding behavior expectations and consequences remain in place. Unsafe behaviors could lead to suspension or expulsion from the program. Please see Program Handbook for specific policies and procedures.

# SUCCESS PLAN

Student's Name:

Start Date:

Next Check In Date:

Category	What's the plan?	Who's Involved?
Daily Routine		
Leadership Opportunities		
Processing Big Emotions		
Resources Needed		
Recognizing Success		
Other		

Reminder that all program policies regarding behavior expectations and consequences remain in place. Unsafe behaviors could lead to suspension or expulsion from the program. Please see Program Handbook for specific policies and procedures.

# SUCCESS PLAN

Student's Name:

This plan was co-created by (list everyone involved in making the plan):

This team will check in regularly and make adjustments to the plan as needed to support this student's success in the program.

## Signatures

**Student:**

I will do my best every day to follow this plan and all program expectations. I know that the adults that helped me create this are on my team and will help me succeed. If I want to make a change to the plan, I can ask my parent or program staff member.

**Signature:**\_\_\_\_\_

**Parent/Caregiver:**

I support this plan and will check in with my child regularly to see how the plan is going. If my child or I see any changes that need to be made to the plan, we will reach out to program staff.

**Signature:**\_\_\_\_\_

**Afterschool Program Staff:**

I support this plan and will help provide any resources needed to make it happen. I will check in with the student and their parent/caregiver before making any changes to this plan.

**Signature:**\_\_\_\_\_

# SUCCESS PLAN TRACKING

Student's Name: \_\_\_\_\_

# SUCCESS PLAN TRACKING

Student's Name: \_\_\_\_\_



[illegible]

# WHY create a success plan?

- Offers a positive frame for working with students who may have been labeled “challenging”
- Opportunity to proactively support students in your program
- Provides a way to make a plan to address any barriers that might make it difficult to fully engage and succeed in the program
- Makes guiding positive behavior a team effort vs. putting it all on the young person





# WHO might need a plan?

- Young people who repeatedly do not meet program expectations
  - Young people who seem disengaged and uninterested in activities
  - A new kid in the program whose caregiver or teacher shares that they have received extra support or have a behavior plan during the school day
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# You might also consider...

- Having a wider group of kids (or even EVERYONE) fill out the “All About Me” sheet. This could help you to better know and respond to the interests and strengths of the young people in your program
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# WHO might be involved?

- The young person
  - Their parent or caregiver
  - You and/or other staff members who have connected with that youth
  - Another caring adult (para, classroom teacher, special ed teacher)
- 
- 



# WHEN should the team meet?

- Choose a time where you can focus your attention on creating a plan
  - Consider:
    - In the morning before school
    - At the end of program time when ratios are lower
    - If it works for the parent/caregiver and the school, find a time during the school day
- 
- 



# Getting all the right information

- Decide which adults are going to fill out the Adult Planning Document.
- Decide if you're going to work on the Planning documents together or complete them before the meeting.
- There may be some adults who can fill out a sheet but aren't able to come to the meeting. They can provide valuable information!

# Drafting a Plan

- Once you have all of the planning documents complete, it's time to take that information and create your plan!
- Knowing the strengths and interests of the young person, how can you co-design their day so they are more likely to succeed?

**SUCCESS PLAN**

Student's Name: \_\_\_\_\_

This plan was co-created by (list everyone involved in making the plan): \_\_\_\_\_

Start Date: \_\_\_\_\_ Next Check In Date: \_\_\_\_\_

Category	What's the plan?	Who's Involved?
Daily Routine		
Leadership Opportunities		
Processing Big Emotions		
Resources Needed		
Recognizing Success		
Other		

Reminder that all program policies regarding behavior expectations and consequences remain in place. Unsafe behaviors could lead to suspension or expulsion from the program. Please see Program Handbook for specific policies and procedures.

\_\_\_\_\_ plan as needed

\_\_\_\_\_ I know that the  
d. If I want to

\_\_\_\_\_ plan is going. If my  
out to program

\_\_\_\_\_ happen. I will check  
to this plan.

# Important!

- Make sure you communicate the plan to all relevant staff and make sure they understand why it's important to stick to it
- Check in with the youth regularly to see if it's working for them.
- Put your scheduled follow up meeting(s) in your calendar and make sure you actually follow up!

*Decorative scribble in top right corner*

**SUCCESS PLAN**  
Student's Name: \_\_\_\_\_  
This plan was co-created by (list everyone involved in making the plan):

**SUCCESS PLAN**  
Student's Name: \_\_\_\_\_  
Start Date: \_\_\_\_\_ Next Check In Date: \_\_\_\_\_

Category	What's the plan?	Who's Involved?
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*Key*

# Success Plan Template Link



Access all materials here:



[https://drive.google.com/drive/folders/1a8GPzj\\_xjhG9J6LrnCliknQ3gXsZgZlp7?usp=sharing](https://drive.google.com/drive/folders/1a8GPzj_xjhG9J6LrnCliknQ3gXsZgZlp7?usp=sharing)

# **Behavior Management Training that Sticks for Supervisors**

Learn about a behavior management training resource made specifically for Afterschool Staff teams that really “sticks”!

**Email Stephanie to learn more or to access recording**

**FREE  
PD!**

**Next week!**

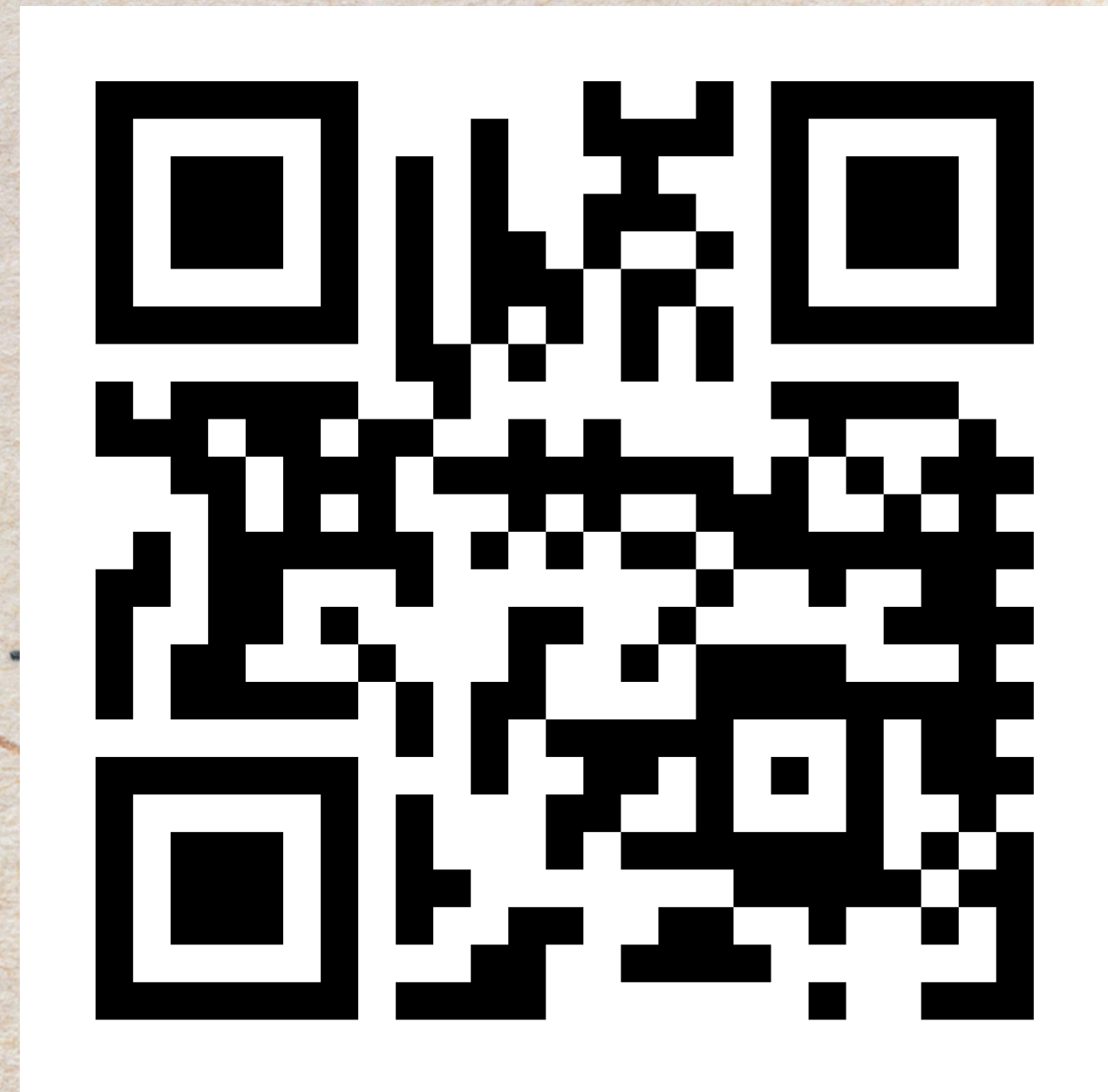
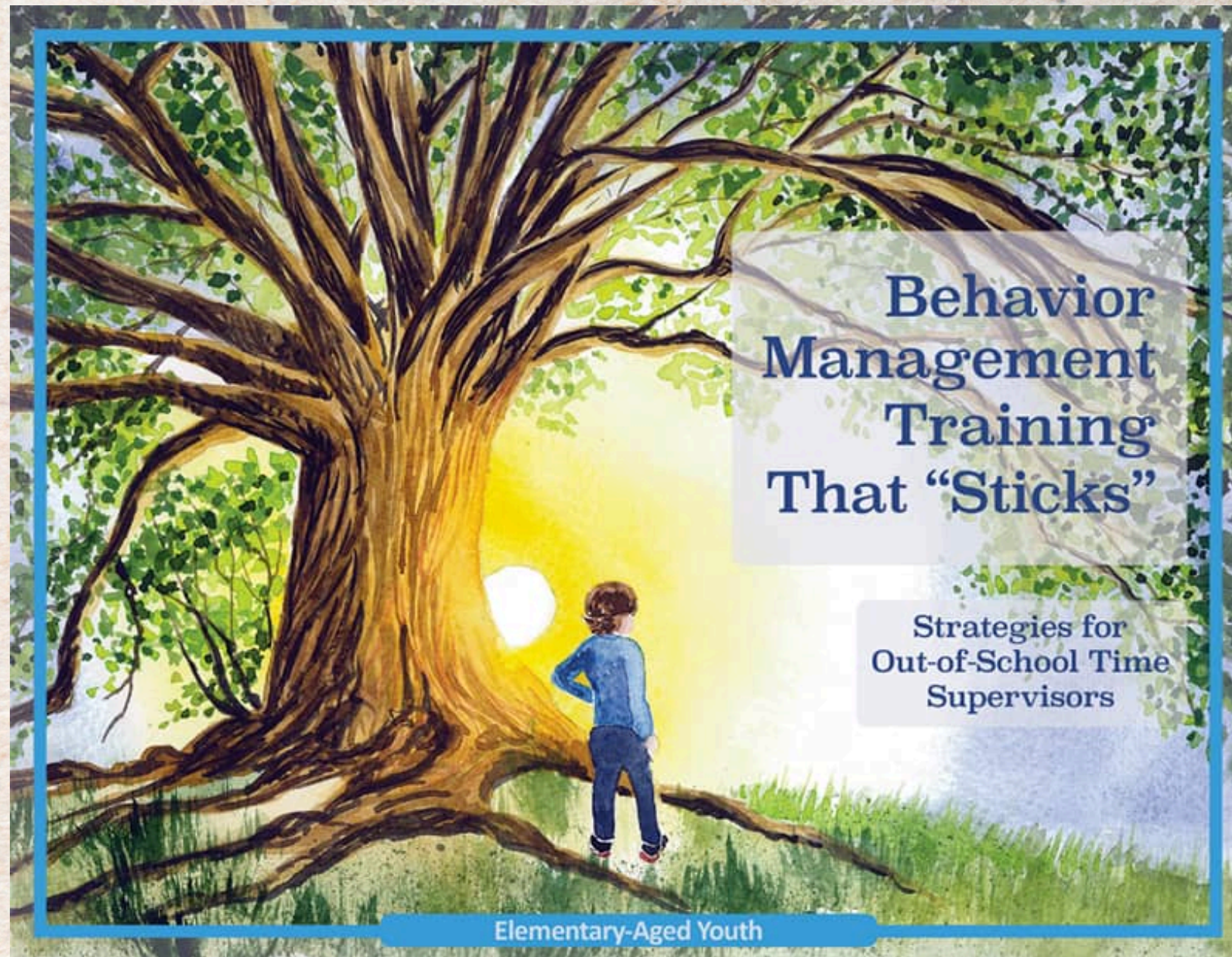
**Thursday January 22**

**10 C/9 M OR 4 C/3 M**

**30 min**

## **Partnerships 101**

Are you new to developing school or community partnerships?  
Learn the basics of building strong, lasting partnerships!



[www.osttraining.com](http://www.osttraining.com)



**Contact me!**

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