

RELATIONSHIPS



A quality program develops and nurtures positive, reciprocal relationships and interactions between staff, students, programs, facility, community, afterschool administration, and school day administration.

CORE COMPETENCIES

Interactions with Children/Youth/
Others

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GUIDELINE 1: *Program staff members engage youth in positive ways and intentionally build individual relationships.*

- 1.1** Respect for and acceptance of all youth and families displayed by learning their names, their interests about their families, etc. (Name learning: youth – staff and staff – parent)
- 1.2** Formal creation of human factors that ensures a sense of belonging (i.e. respect, empathy, sportsmanship, caring, etc.)
- 1.3** Use of a student/staff generated list of expectations that foster team building, personal interactions, and conflict resolution. Revision of list as needed.
- 1.4** Positive, intentional relationship building from use of conflict resolution techniques.
- 1.5** Program strategies encourage youth to accept responsibility.
- 1.6** A warm, supportive, and caring manner reflected by clear, non-aggressive language, and voice.
- 1.7** Physical boundaries reflect appropriate age, gender, culture, and preferences of youth.
- 1.8** Staff serve as positive role models.
- 1.9** Parent handbook shares information about the relationship norms and the positive techniques used to redirect inappropriate choices.

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GUIDELINE 2: *Program staff members engage in positive staff/staff relationships.*

- 2.1** Reciprocal respect between staff members.
- 2.2** Shared decision-making, planning and evaluation.
- 2.3** Training in the expectations for staff/staff relationships (i.e. learning each other's names).
- 2.4** Positive and intentional engagement in building individual working relationships.
- 2.5** Conflict resolution techniques solve issues among staff members and volunteers while modeling techniques for youth.
- 2.6** A warm, supportive and caring environment demonstrated through clear, non-aggressive language and voice.
- 2.7** Staff relationships reflect appropriate age, gender, culture and preferences of staff members.

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GUIDELINE 3: *Program students engage in positive student/student relationships.*

- 3.1** Mutual respect and acceptance displayed by learning each other's names.
- 3.2** Formal creation of human factors that ensures a sense of belonging (i.e. respect, empathy, sportsmanship, caring, etc.).
- 3.3** Use of list fosters team building, personal interactions and conflict resolution. Revision of list as needed.
- 3.4** Planning and working together.
- 3.5** A warm, supportive and caring manner demonstrated through clear, non-aggressive language and voice.
- 3.6** Interactions appropriate to age, gender, culture and preferences of other program participants.
- 3.7** Appropriate strategies resolve differences and conflicts.

GUIDELINE 4: *Program members engage in positive program/facility relationships.*

- 4.1** Proper facility-use.
 - 4.2** Respect and acceptance of facility rules and regulations.
 - 4.3** Intentional building of relationships with facility staff.
 - 4.4** A warm, supportive and caring manner demonstrated through using clear, non-aggressive language and voice.
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