RELATIONSHIPS

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A quality program provides a safe, healthy, and stimulating learning environment that promotes physical, social, emotional, and cognitive growth and development for all youth. Activities allow for choice, discovery, and progression.

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 Recognize all youth by learning their names, their interests, about their families, etc.

1.2 Formally create program strategies that ensure a sense of belonging (i.e. respect, empathy, sportsmanship, caring, etc.).

1.3 Utilizes a student/staff generated list of shared expectations that foster team building, personal interactions, and conflict resolution. List is revised as needed.

1.4 Build positive and intentional relationships through the use of conflict resolution techniques.

1.5 Employ strategies to encourage youth to accept personal and shared responsibility for program conduct.

1.6 Ensure that staff exhibit a warm, supportive, and caring manner reflected by clear, non-aggressive language, and voice.

1.7 Ensure that staff and youth maintain appropriate physical boundaries with respect to age, gender identity, culture, and preferences of youth.

1.8 Encourage staff to serve as positive role models.

1.9 Inform caregivers about policies related to positive behavior techniques used in the program.

ASSESSMENT 1: *A quality program...*

INDICATOR	PERFORMANCE LEVEL					TARGET NOW	TARGET 6 MOS	TARGET 12 MOS
Recognizes all youth by learning their names, their interests, about their families, etc.	1	2	3	4	5	◯	◯	◯
Fosters an environment that embodies a sense of belonging	1	2	3	4	5	◯	◯	◯
Uses a youth/staff generated list of shared expectations that foster team building, personal interactions, and conflict resolution.	1	2	3	4	5	◯	◯	◯
Implements positive, intentional relationship-building practices through conflict resolution techniques	1	2	3	4	5	◯	◯	◯
Encourages youth to accept personal and shared responsibility for program conduct	1	2	3	4	5	◯	◯	◯
Promotes a supportive, and caring environment by ensuring that staff use non-aggressive language and tone of voice	1	2	3	4	5	◯	◯	◯
Staff and youth maintain appropriate physical boundaries with respect to age, gender identity, culture, and personal preferences of youth	1	2	3	4	5	◯	◯	◯
Employs staff who serve as positive role models	1	2	3	4	5	◯	◯	◯
Caregivers are informed of policies related to positive behavior techniques used in the program.	1	2	3	4	5	◯	◯	◯

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

2.1 Reciprocal respect between staff members is encouraged and expected.

2.2 Staff share decision making, planning, and reflection.

2.3 Training in the expectations for staff/staff relationships is in accordance with organizational policy.

2.4 Conflict resolution techniques are implemented among staff members and volunteers while modeling techniques for youth.

2.5 A supportive and caring environment is demonstrated though clear, non-aggressive language and tone of voice.

2.6 Staff interactions are appropriate for age, gender identity, culture, and preferences of all staff members.

ASSESSMENT 2: *A quality program…*

INDICATOR	PERFORMANCE LEVEL					TARGET NOW	TARGET 6 MOS	TARGET 12 MOS
Encourages respectful reciprocating relationships between staff members	1	2	3	4	5	○	○	○
Incorporates shared decision-making, planning, and evaluation practices	1	2	3	4	5	○	○	○
Offers training in the expectations for staff in accordance with organizational policy	1	2	3	4	5	○	○	○
Promotes positive and intentional engagement in building individual working relationships	1	2	3	4	5	○	○	○
Recommends conflict resolution techniques to solve issues among staff members and volunteers and encourages modeling these techniques for youth	1	2	3	4	5	○	○	○
Fosters a supportive and caring staff environment demonstrated though clear, non-aggressive language and tone of voice	1	2	3	4	5	○	○	○
Ensures that staff interactions are appropriate for age, gender identity, culture and personal preferences of staff members	1	2	3	4	5	○	○	○

••• RELATIONSHIPS •••

GUIDELINE 3: *Program youth engage in positive youth relationships.*

3.1 Mutual respect and acceptance among youth is encouraged and expected

3.2 Program strategies foster team building, personal interactions, and conflict resolution.

3.3 Youth are given opportunities for planning and working together.

3.4 Non-aggressive language and voice are encouraged and expected in youth interactions.

3.5 Clear expectations for youth interaction relative to age, gender identity, culture and preferences of program participants.

3.6 Appropriate strategies to resolve differences and conflicts are modeled and understood.

ASSESSMENT 3: *A quality program…*

INDICATOR	PERFORMANCE LEVEL					TARGET NOW	TARGET 6 MOS	TARGET 12 MOS
Mutual respect and acceptance is encouraged and expected among youth	1	2	3	4	5	◯	◯	◯
Program strategies that foster team building, personal interactions with staff and youth, and conflict resolution	1	2	3	4	5	◯	◯	◯
Opportunities for planning and collaboration are encouraged and supported	1	2	3	4	5	◯	◯	◯
Non-aggressive language and tone of voice is encouraged and expected in youth interactions	1	2	3	4	5	◯	◯	◯
Clear expectations for youth interactions are relative to age, gender identity, culture, and personal preferences of other program participants	1	2	3	4	5	◯	◯	◯
Appropriate strategies to resolve differences and conflicts are commonly understood and practiced	1	2	3	4	5	◯	◯	◯

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

4.1   Organization ensures proper facility-use including respect and acceptance of facility rules and   regulations.

4.2   Intentionally builds of relationships with facility staff.

ASSESSMENT 4: *A quality program…*

INDICATOR	PERFORMANCE LEVEL					TARGET NOW	TARGET 6 MOS	TARGET 12 MOS
Creates and respects facility rules and regulations and encourages proper facility use.	1	2	3	4	5	○	○	○
Builds positive relationship with facility staff	1	2	3	4	5	○	○	○