

Behavior Management Training that "Sticks"

Strategies for OST Supervisors

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Which of these options best describes your current position?

OST supervisor



OST direct service



Other supervisor



Other



What challenges have you encountered when training OST staff?



A word cloud of challenges encountered when training OST staff. The words are arranged in a circular pattern, with 'Time' being the largest and most central word. Other prominent words include 'Staff turn around', 'Turnover', 'Motivation', and 'Recruiting staff'. Smaller words include 'Multiple steps to training', 'Keeping them positive', 'Safety', 'Lack of DEI experience', 'Time and complete communication', 'Reluctant to change', 'Communication', 'Onboarding', 'Willingness', 'Lack of training', 'Covid', 'Maturity', 'Reliability', 'Tired', 'Support', 'Ideals', 'staff buy in', 'Tools', 'Buy in', 'Date', 'Proximity', 'Resisting change', 'Resistance', 'Keeping engaged', 'Staff', 'Pay', 'stamina', 'recruitment', 'Staff retention', 'Lack of commitment', 'Recruiting staff - no time', 'Work Ethic', 'Priorities', 'Pride in the program', 'Respect from kids', and 'Losing staff'.

Multiple steps to training Keeping them positive
Safety Lack of DEI experience
Time and complete communication Reluctant to change
Communication
Onboarding Willingness **Staff turn around** Lack of training
Covid Maturity Reliability **Turnover** Tired Support
Ideals staff buy in Tools **Time** **Buy in** Date Proximity
Resisting change
Keeping engaged **Recruiting staff** Staff **Motivation** Resistance
Pay
stamina recruitment Staff retention Lack of commitment
Recruiting staff - no time Work Ethic Priorities
Pride in the program Respect from kids
Losing staff

What challenges have you encountered when training OST staff?

Time

Buy in

Turnover

Cost

Today's Objectives



Research

Learn about the research behind training staff in general, and in behavior management specifically



Training That "Sticks"

Explore a training model that can be easily implemented in any youth development setting



Make Your Own Plan

Leave with a plan to teach your staff behavior management strategies

Research

- National Afterschool Association
- National Institute on Out of School Time
- The AfterSchool Corporation
- National Association for the Education of Young Children
- Weikart Foundation on Youth Development
- Mott Foundation
- Wallace Foundation
- Southwest Educational Development Library
- National Education Association
- Afterschool Network
- Expanded Schools
- Center for Youth Program Quality
- US Dept of Health and Human Services

OST Workforce

- Part time
- High turnover
- Low wages
- Limited pathways for career advancement
- May hold multiple jobs or be attending school
- Little to no formal afterschool training



Why is high quality training important?	Sets expectations, program success	get everyone on the same page
So we dont have to micromanage	Structure	Retention
Program quality increases	Accountability and safety	Because our orgs and leaders change and we need to be reminded.
To do high quality programming	Safety. Totally well-being if students and staff	Quality programs and sets the expectations for the program
Successful program	Quality of program and retention	To have a high quality program
Role models	The kids are the number 1 priority and deserve great role models	Safety
Being on the same page	High quality training = retention	They can have a large impact on childrens lives
Because it creates a sense of professionalism and builds a confident staff.	Creates a stronger program	it makes a better program for the kids
Helping students find a group that they fit in.	The youth deserve and need high quality programming.	Safety
Kids involvement with successful staff	Safety	Staff accountability
Development of positive relationships	Motivation	Engagement
Successful program	Gives staff the tools to be successful for themself and the students	Not as much retraining
Chance to interest young workers in this field	Quality care of children and continuity	Safety

Why is high quality training important?

- **Reduced turnover**
- **Increased job satisfaction**
- **Improved outcomes**
- **Less remediation needed**
- **Saves time**

Training Methods

- **Workshops**
Typically one-off
Difficult to measure impact
Can be easy to arrange for some, difficult for others
- **PLCs**
Multiple sessions
Training combined with discussion and "homework"
Can be very effective in lasting skill development
Not everyone has access
- **Coaching**
Formal or informal
In-the-moment or structured
Linked to ongoing skill development
Easy to implement

Behavior Management

Difficult to teach

Every situation is different

Limited resources

Even teachers have limited training


Arguably the most important part of the job!

Skills in this area are imperative to success and job satisfaction

Congruent Communication



- Teachers set the stage for students' positive behavior.
- Discipline should be used as an alternative to punishment.
- "I" statements should be used when redirecting behavior instead of "you" statements.



Tailor for your
team

Specialized topics

Bite-sized pieces,
introduced every 2
weeks

Implement during
team meetings

Allow for active
involvement in the
training process

Discussion-based

Opportunities to learn
from peers

Immediately put skills
into action

Aim for a lasting
impact on skills

Topic-based coaching
and feedback

Encourage a learning
culture among teams

**How To
Make It
"Stick"**

TRAINING THAT “STICKS”



FOLLOW THESE STEPS TO SUCCESS!

Each training topic is designed to be introduced and discussed in 15-30 minutes, moving to a new topic every 2-4 weeks. In addition, follow-up coaching, feedback, and reflection allows the concepts to “stick” with staff, leading to lasting skill development. Supervisors can read directly from the cards, paraphrase, or incorporate their own examples into the concept introduction. The coaching model/approach can vary depending on staff preference. All 6 steps are key to the “Training That Sticks” model.

CONTENTS

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





BEHAVIOR MANAGEMENT SYSTEMS



CONCEPT

Having a system in place to manage behavior is key to dealing with many issues when they arise. Effective systems integrate the promotion of positive behaviors with consequences for negative behaviors.

There are many schools of thought related to such systems. Try to think about the systems or techniques you use in the context of your own life. For example, how might you feel having a chart on the wall where everyone could see if you were having a rough day?

When creating your system, make sure to provide a variety of ways for youth to earn points/stars/punches/stickers/etc each day. Systems that don't allow students a chance to make up for poor choices can be ineffective because then the youth has little additional motivation to start making better choices.

TEACH

- 1) **Is the system simple and developmentally appropriate?** Youth must be clear on how the system works, how incentives are earned, and what would cause incentives not to be earned.
- 2) **Is it visual?** There must be an opportunity for youth to see the expectations on a regular basis. Choose a design appealing to the particular age group.
- 3) **It is doable?** Don't start a system that requires you to add up hundreds of points or distribute prizes every day. Make sure the system is easy to implement.
- 4) **Is there a chance to recover after a "slip"?** Students should never be in a situation where they lose the opportunity to earn all of their points for the day at once.

DISCUSS

What might make someone feel appreciated and motivated at work?

How can you incorporate these elements into your work with youth?

What behavior management systems have you come across (personally or through working with youth)? What are your thoughts on their effectiveness?

Brainstorm details about a possible behavior management system, how it will be created, implementation, and how to introduce it to the youth.

TIPS

- Systems that involve both giving and taking away points/stickers/etc can backfire and lead to power struggles. Once a youth has earned something, think carefully about the pros and cons of taking it away. Consider exploring other approaches to deal with the situation.
- Share a space? Use tri-fold boards for your system to make it truly portable.
- Tight budget? Youth love being rewarded in many different ways, such as receiving special privileges.

REVIEW

How did you introduce the system to the youth? How did it go?

Are there any challenges or questions that have come up related to the new system?

Are there any ways that the system needs to be modified?



INTERRUPTIONS



CONCEPT

Trying to lead an activity while being interrupted consistently can become frustrating, and is often quite time consuming.

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.

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.

TEACH

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).

2) **Ask the group what they noticed about your behavior.**

3) **Ask the youth who was speaking how they felt when you interrupted them.**

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.

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.

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?



PICKING YOUR BATTLES



CONCEPT

Addressing every behavior issue or minor infraction can be time consuming, exhausting, and can lead to a negative environment. But ignoring issues that erode group trust and cohesion can also be damaging.

OST staff will need to find a balance between addressing significant issues and letting other, smaller issues slide. Finding this balance can become easier with experience and intentional reflection.

TEACH

1) **Think about your program's core values.**
It is likely that safety and respect are among these values.

2) **Think about behaviors that occur with the youth in program.**
Focus on a day that was challenging.

3) **Decide which behaviors occurred that go against your program's core values.**
Did a youth tease another youth? Was a youth not standing in line properly? Do these behaviors go against your program's values?

4) **Think of ways to address these behaviors that contribute to a positive, safe environment for youth.**
For example, you might choose to address all teasing incidents but not every time a youth appears to not be listening.

DISCUSS

Share your responses to the "teach" steps.

Can you think of a time when you practiced picking your battles? How did it go?

Can you think of a time when you did not practice picking your battles when it might have been beneficial? How might you handle a similar situation differently in the future?

TIPS

- If a smaller issues becomes pervasive (for example, maybe many youth are having trouble lining up every day), consider focusing on one topic for the entire week. This can help cement expectations and prevent future issues.
- Have another staff member observe and share feedback on how you addressed (or strategically ignored) various behaviors in your group.

REVIEW

Have you been able to practice picking your battles with the youth recently? If so, how?

After trying the recommended strategies, did you notice a difference in the youth's behavior (or yours)?

Do you have any other ideas on how to think about picking your battles when working with youth?

Thank you!



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