

**The CalSAC Trainer Network**  
 Deepening Skills, Growing Leaders

**The School-Age Training Project**

*This project is made possible through the generous funding from the California Department of Education Early Education and Support Division*

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**Including Children and Youth with Disruptive Behaviors**  
 Module 1.3.5

A CalSAC Module  
 Presented by:  
 Frances Vasquez and Jim Oyos

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**The California School-Age Consortium**

The California School-Age Consortium (CalSAC) **provides training and advocacy** for afterschool, school-age care, and out-of-school time professionals throughout California.

**Since 1982**, CalSAC has been working to advance the needs of professionals. Through our focus on **Connections, Competence, and Community**, CalSAC can meet the needs of programs and professionals in the out-of-school time field.

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## Getting Started

- Training Agenda
- Bike Rack
- Group Introductions

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## Group Agreements

- Choose to be present and engaged in learning.
- Phone off or on vibrate.
- Avoid side bar conversations.
- Agree to disagree.
- Be aware of diversity in the group.  
(culture, age, sexual orientation, privileges, gender and experience)

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## Today's Objectives

**By the end of this module, participants will**

- create a behavior modification chart;
- identify behavior guidance strategies.

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## Key Concepts

- Staff is often in need of information and techniques to support children/youth with special needs.
- Staff require time, patience, and a wide range of skills to be able to effectively work with them in the afterschool environment.
- Staff influence behavior.

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## Activity: What Do You Think?



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## Activity: Our Experiences



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## Behavior

- Behavior is a way to communicate how a child or youth is feeling.
- It is important to develop your observation skills.  
Objective observation:
  - Environment
  - Child's/Youth's behavior
- Consider what you actually see or hear, not your interpretation of what you see or hear.

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## Observation - Environment

When you observe the **environment** it is important to observe:

- Overall program quality
- Ratio of adults to children
- Staff adequately trained
- Respect among children and adults
- Activities developmentally appropriate
- Balance between indoor and outdoor
- Physical and sensory environment supportive to all children/youth

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## Observation – Child/Youth

When you observe a child/youth it is important to observe **development areas**, including:

- Social skills
- Motor skills
- Cognitive skills
- Language/Communication
- Self-help
- Relationships with staff and children

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## Observation – Questions

Once an observation is made, it is important to **ask the following questions**, which can give additional information about what is going on:

- Does the behavior occur at a consistent time of day?
- Does the behavior follow or precede a particular activity?
- Does the behavior happen while working with particular peers or adults?
- Does the behavior occur in a certain place?

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## Observation – Temperament

**Temperament** refers to the emotional reaction or way of responding that is typical for the child/youth. Temperament, simplistically, can be defined as:

- **Easy:** generally adaptable, approachable, positive in mood
- **Difficult:** slow to change, negative mood, intense reactions
- **Slow-to-warm-up:** withdraws and slowly adapts

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## Observation – Triggers

- Look for the trigger which ignites the child's/youth's behavior.
- Finding the trigger helps to decide on the course of action.



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## Support Positive Behavior

The **top two ways** to support positive behavior are to look closely at schedules and transitions.

- **Schedule:** We are creatures of habit; children/youth like to know what is coming next and have a consistent, stable environment.
- **Manage Transitions:** Include transitions in the schedule. Allow for personal differences in time to complete an activity and the time needed to move from one activity to another, and intentionally build your daily schedule to accommodate these differences.

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## Activity: Scenes From A Hat

- In groups of 3, select a card from the "hat".
- Discuss how you will **role play the card**, or create your own real-life scenarios.
- Prepare to present to the group.
- You have **10 minutes** to prep.



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## Get Involved with CalSAC:

- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool and Summer Challenge** at the State Capitol – May 12-13, 2014.
- **Apply to be a CalSAC Trainer!**
- **Join us online:**  Twitter,  Facebook

[www.calsac.org](http://www.calsac.org)

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## Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



**Thank you for your participation!**

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## 3.1.2a

# Indirect and Direct Behavior Guidance Handout

Behavior Guidance is everything adults do and say, directly or indirectly, to influence a child/youth's behavior.

**INDIRECT STRATEGIES** take place behind the scenes and include managing the environments, materials, and people that interact with children/youth.

Can include:

Appropriate adult-child ratio	Productive size and makeup of groups
Personal space for children's belongings	Environments that invite active participation
Trained staff	Schedules
Planned curriculum and activities	Smooth transitions between activities

**DIRECT STRATEGIES** include physically and/or verbally interacting with the children/youth at their level, always maintaining eye contact.

Physical can include:	Verbal can include:
Demonstrating or modeling the behavior you want	Encouraging child's verbalization
Leading with a gentle touch on the back	Listening carefully when they communicate
Gesturing and using body language thumbs up, high five	Speaking directly—maintaining eye contact
Restraining use only when safety is immediately compromised (should have training for this)	Using short sentences
Removing child from activity, last resort by the program	Being clear, give one direction at a time.
	Being specific about where and when
	Giving instructions in an appropriate environment
	Starting sentences with action clauses: "wash your hands, please"
	Giving logical and accurate reasons for requests and choices you make



# Additional Tips Handout

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## Tip #1

**Effective Guidance** involves expressing emotions that may influence the child. It can also include social rewards of:

- Physical affection—pat on the back, high five
- Kind words—Great job! Terrific!
- Small gifts—stickers, grab bag, gift of time

**Attention before they demand it helps the child/youth know you understand.**

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## Tip #2

It is critical that when working with - children/youth with special needs you have a plan for supporting their positive behavior. Plans can be both:

- **Informal:** series of signals to help child/youth redirect and refocus attention (best used with less severe behavior)
- **Formal:** written plan that may include parents, teachers, or others, which is clear about behavior to correct and the behavior you want the child/youth to develop

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## Tip #3

Behavior Plans need to be clear and usually have four parts:

1. **Behavior to correct:** Child/youth swinging backpack in the air
2. **Desired Behavior:** Child/youth puts backpack in cubby
3. **Consequence:** Put backpack in office and given to parent at pick-up
4. **Reward:** Select outdoor game

Be sure to include the child throughout the day's activities to show them that they are not being continually punished for their action.

## Additional Tips

- Praise in public; reprimand in private.
- Evaluate and create optimal physical and sensory environments.
- Ensure that your activities are developmentally appropriate.
- Individualize care as much as possible.
- Create stability and predictability.
- Commit to building relationships with child/youth.
- Be reflective and respectful.



3.1.2c

## Scenes from a Hat Handout

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Cut cards

Child sits on the floor and refuses to go out to the playground for a game.	Youth is working on homework, becomes frustrated and wads paper up and throws it.
Youth is spitting on other youth when she doesn't get her way.	Child throws snack at the other children at the table and won't stop when asked.
During circle time a child will not stop talking and tries to make other children laugh.	Youth yells at the other youth, calling them names and insulting them.
Child tries to hit you when you ask him to come with you so you can talk.	Youth corners another in the bathroom and intimidates them. The other youth cries and is called a baby.
Youth chases the other youth during outdoor play and won't stop when asked.	Child is outside and refuses to join the rest of the group when it is time to go inside.