Meeting Agenda:
Behavior Support Organizational Assessment

Welcome (5 minutes)
- Introduce any new members to your team.
- Provide space for employee recognition through shout-outs for a job well done.

Introduction (5 minutes)
- **Topic/Meeting Purpose:**
  - ➢ Club leadership, management and youth development professionals will complete the Behavior Support Organizational Assessment as a cross-functional team.
- **Why:**
  - ➢ To begin the process of creating a culture of behavior support.
  - ➢ To better understand your Club or Youth Center's approach to responding to, and supporting youth behavior.

Icebreaker/Teambuilding (10 minutes)
- Ask participants what their dream is for their Club's approach to behavior by asking, "What would our Club's approach to behavior look like in a perfect world where money was no obstacle?"
- Allow each participant to share one at a time.

Meeting Content (25 minutes)
- **Main Points:** Review Behavior Support Key Concepts
  - ➢ Behavior is an observable action and form of communication.
  - ➢ Behavior support is a process of understanding what youth are communicating with their actions and using that information to adjust their environment and teach skills that promote positive behavior.
  - ➢ **The 5 Guiding Principles of Behavior Support**
    1. All behavior is communication.
    2. All youth are in the process are of learning how to cope with demands, recognize emotions and negotiate interactions. As youth are learning to meet expectations, they will often act in ways that are challenging or concerning.
    3. People interpret behavior based on culture, upbringing and experience.
    4. Behavior is an opportunity to learn how youth respond to their environments, and the skills they are working on in those spaces.
    5. Behavior support is a team approach that should include parents, mentors, elders, extended family or other caregivers, and supportive adults in the young person's life.

- **Activity:** Behavior Support Organizational Assessment
  - ➢ As a cross-functional team, review each of the indicators on the assessment.
  - ➢ Look to the supporting documentation and lived experience of the team members to guide the assessment of each indicator.
  - ➢ After each section of the assessment, complete the Understanding Your Results section and identify three to four indicators your Club would like to prioritize for improvement.

Planning for Action (10 minutes)
- Discussion
  - What was your overall experience of taking the organization assessment?
  - Were there any themes?
  - Were there any answers that surprised you?
  - How can you use this information moving forward?
- Next Steps
  - The next step in improving our approach to supporting and responding to youth behavior is to complete a comprehensive behavior support policy as a cross-functional team. Who would like to be part of that process?

Reflection (5 minutes)
Ask staff to evaluate the effectiveness of the meeting and their ability to apply the information learned.

Total time: 1 hour

Behavior Support Organizational Assessment

Step 1: Form a Team

Select a variety of professionals from your Club to complete the Behavior Support Organizational Assessment. Make sure there is representation from executive leadership, Club, unit and program directors, and key youth development professionals.

Step 2: Gather Your Materials

Prepare for the assessment by gathering all Club or Youth Center documents that outline policy, procedures and practice guidance. Important documents to examine may include: staff handbooks, parent handbooks, registration/enrollment forms, program manuals and training manuals.

Step 3: Complete the Assessment

As a team, review all relevant Club documents to ensure you have a full picture of the policy, procedure and practices your Club recommends. Complete the assessment as a team using the rating scale below:

- **1:** Your Club does not yet meet this indicator.
- **3:** Your Club does some things that meet this indicator, but there is opportunity for growth.
- **5:** Your Club fully meets this indicator.

There are examples within the assessment that will help determine how to score each indicator. The examples are not meant to cover everything, but rather give you an idea of what the indicators may look like in your Club or Youth Center.

Step 4: Understanding Your Results

The assessment covers three categories of indicators – policies, practices and programs. There are sub-categories for behavior, equity and inclusion, physical and emotional safety, and caregiver engagement. Since behavior is communication, it is often a reflection of whether youth feel included, safe and connected. Paying close attention to issues of equity and inclusion, physical and emotional safety, and caregiver engagement are foundational to supporting youth behavior. After each category, select three to five indicators your team identifies as priorities, complete the PLAN section, and follow the guidance for what to DO based on your priorities.

Policy

Behavior Policy Indicators	☐ 1	☐ 3	☐ 5
1. Club or Youth Center has written standards that define types of behavior (e.g., positive, challenging, unsafe) in ways that help staff, youth and their caregivers distinguish between them.	Club does not have written statements that help staff, youth and their caregivers distinguish between types of behavior.	Club defines some behaviors such as bullying, but may need more statements to help distinguish other types of behavior.	Club has several written statements that help staff, youth and their caregivers distinguish between types of behavior.
	☐ 1	☐ 3	☐ 5
2. Club or Youth Center policies limit the use of exclusionary practices such as membership suspension or time-outs.	Policy includes regular use of membership suspension from the Club in response to unsafe or concerning behaviors.	Policy has clear guidelines for limited circumstances where membership suspensions are used in response to behavior.	Policy severely limits use of membership suspension to extreme circumstances where there is a continued health or safety risk.
	☐ 1	☐ 3	☐ 5
3. Club or Youth Center has an unsafe behavior policy that focuses on how Club or Youth Center staff should respond to safely de-escalate the situation and provide support.	Club does not have an unsafe behavior policy or policy.	Club has an unsafe behavior policy, but it may not give guidance on how to safely de-escalate the situation and provide support.	Policy outlines how staff should respond to unsafe behavior in the moment to safely de-escalate the situation and provide support.
	☐ 1	☐ 3	☐ 5
4. Club or Youth Centers have a written policy that guides staff in the communication steps required when responding to behavior.	Club does not have any consistent communication channels for sharing information about youth behavior.	Club has some consistent communication channels, but they tend to be one-way communication (e.g., staff report concerns to the director).	Club has several two-way communication channels that enable staff to reflect on youth behavior and the underlying social-emotional skills they could focus on.
	☐ 1	☐ 3	☐ 5
5. Club or Youth Center has a policy that guides staff in making reasonable accommodations to support youth behavior (e.g., modified activity group sizes, individualized set of tools for youth to cope with strong emotions and communicate their needs).	Club does not have a formal process in place for making reasonable accommodations to support youth behavior.	Club's process for making accommodations to support behavior is vague or does not get implemented consistently.	Club has a detailed process in place for making reasonable accommodations to support youth behavior in groups and for individual young people on a case-by-case basis.

Equity & Inclusion Indicators	☐ 1	☐ 3	☐ 5
1. Club or Youth Center has an inclusion statement which is clearly stated in printed materials, including applications, newsletters and other internal and external communication. The inclusion statement reflects the Club's commitment to embracing diversity across the full spectrum of human differences, including but not limited to race, ethnicity, religion, gender and gender expression, sexual orientation, disability and country of origin.	Club does not have a formal inclusion statement.	Club has an inclusion statement, but it is not always on printed materials, newsletters and other promotional materials.	Club has a formal inclusion statement that is consistently included on promotional and other printed materials.
	☐ 1	☐ 3	☐ 5
2. Club or Youth Center has a process in place to determine the needs of youth with disabilities or additional needs on a case-by-case basis and provide reasonable accommodations to policies, practices and procedures as necessary to support participation in Club activities (e.g., visual schedule, additional staff support during transitions).	Club makes accommodations when needed, but does not have a formal process for doing so.	Club has a generic process for making accommodations, but it does not include considering young people on a case-by-case basis.	Club has a clear process for making accommodations that considers young people on a case-by-case basis.
	☐ 1	☐ 3	☐ 5
3. Club or Youth Center has confidentiality and sensitive disclosure policies that protect information about a young person's disability and other private or sensitive information (e.g., sexual orientation) and provide clear guidance on what information is okay to share and under which circumstances (e.g., with written permission from the family or young person).	Club or Youth Center has confidentiality and sensitive disclosure policies, but they may not give guidance on what information is okay to share, and under which circumstances.	Club or Youth Center has confidentiality and sensitive disclosure policies that give vague guidance on when and how to share information.	Club or Youth Center has confidentiality and sensitive disclosure policies that give clear guidance on exactly what information is considered confidential, what information is considered sensitive, and how, and when it is okay to share confidential or sensitive information.

Understanding Your Results

STEP 1: As a team, select three to five indicators your team would like to prioritize for improvement.

1.

2.

3.

4.

5.

STEP 2: Complete the PLAN section of this toolkit.

STEP 3: Use the DO section of this toolkit to choose the tools most relevant to the priorities identified by your team.

If your team has prioritized:

- **Behavior Support Indicators** → Review the resources in the DO section of this toolkit listed under Behavior Support. We recommend completing the PLAN section first.

- **Equity & Inclusion Indicators** → Review the resources in the DO section of this toolkit listed under Equity & Inclusion. We recommend starting with the *Cultural Responsiveness & Inclusion* training first.

Physical & Emotional Safety Indicators	□ 1	□ 3	□ 5
1. Club routinely completes evaluations of environment (e.g., physical space, materials, activity choices, programs, etc.) in collaboration with youth to ensure the environment is meeting the physical and emotional needs of youth.	Club takes youth input on how to improve the Club, but does not routinely evaluate the environment with youth.	Club occasionally evaluates the Club environment with youth input.	Club routinely evaluates the Club environment using a consistent set of questions or markers for youth to assess whether the environment is effectively meeting their needs and makes adjustments accordingly.
	□ 1	□ 3	□ 5
2. All organizational staff are trained annually on BGCA mandated safety trainings (e.g., Mandated Reporting, Keeping Your Club Safe and Meet Sam) and revisit key concepts from the safety trainings as they come up in daily practice (e.g., an incident that warrants mandated reporting).	Staff are trained during orientation. Most mandated safety trainings occur annually.	Staff are trained during orientation and receive all mandated safety trainings annually.	Staff are trained during orientation, receive all mandated safety trainings annually, and revisit concepts from the training as they come up in their daily practice.
	□ 1	□ 3	□ 5
3. Staff provide the physical and emotional space needed for youth to decompress when feeling strong emotions and recognize that individual young people have different needs for physical and/or emotional space (e.g., some young people may need a full day, while others may only need a few minutes).	Some staff provide the physical and emotional space needed for youth to decompress when feeling strong emotions.	Most staff provide the physical and emotional space needed for youth to decompress when feeling strong emotions.	All staff provide the physical and emotional space needed for youth to decompress when feeling strong emotions and recognize that individual young people have different needs for physical and/or emotional space when feeling strong emotions.
Equity & Inclusion Indicators	□ 1	□ 3	□ 5
1. Equipment, materials and tools are appropriate for a wide range of abilities and responsive to youth needs. Adaptations are made as necessary to support participation and more effectively meet the developmental, sensory or social-emotional needs of youth (e.g., shorter or longer sessions, cues for transitions, facilitated breathing exercises, movement breaks).	Equipment, materials and tools are appropriate for a wide range of abilities. Adaptations are made on rare occasions to support participation and more effectively meet the needs of youth.	Equipment, materials and tools are appropriate for a wide range of abilities. Adaptations are sometimes made to support participation and more effectively meet the needs of youth.	Equipment, materials and tools are appropriate for a wide range of abilities. Adaptations are made regularly to support participation and more effectively meet the needs of youth.

	☐ 1	☐ 3	☐ 5
2. Youth have access to sensory supports and calming tools like fidgets, earplugs, noise canceling headphones, relaxing music and/or a sensory friendly space in the Club.	There are few sensory supports and calming tools available and there is not a designated sensory - friendly space in the Club.	There are some sensory supports and calming tools available, or supports and tools are only available in some areas of the Club.	There are multiple sensory supports and calming tools available in every area of the Club that can be accessed independently by youth. Youth and staff receive guidance on how to use sensory tools.

	☐ 1	☐ 3	☐ 5
3. Staff receive training to implement reasonable accommodations to support youth of all abilities.	Staff do not receive any training on reasonable accommodations.	Staff receive some training on reasonable accommodations, but it may not focus on implementation.	Staff receive comprehensive training on implementing reasonable accommodations.

Caregiver Engagement Indicators	☐ 1	☐ 3	☐ 5
1. Staff solicit feedback and respond to feedback from parents or caregivers at least twice a year (e.g., youth needs and interests, opportunities for enhanced support, parents need, etc.).	Staff solicit feedback from parents, but it is mostly informal. Staff may not respond to parent feedback.	Staff solicit formal feedback from parents once per year (e.g., on an annual survey) and respond to most parent feedback in a timely manner (e.g., consistently address parent concerns or complaints).	Staff solicit formal feedback from parents twice or more per year (e.g., on a formal survey and during a parent forum) and respond to all feedback in a timely manner.

	☐ 1	☐ 3	☐ 5
2. Parents or caregivers are included in behavior support planning.	Caregivers are informed of behavioral incidents, but they may not be included in proactive behavior support planning.	Caregivers give input to Club staff to help inform proactive behavior support planning.	Caregivers are fully included alongside Club staff and youth in proactive behavior support planning.

	☐ 1	☐ 3	☐ 5
3. Parents or caregivers are encouraged to share information regarding youth strengths, challenges and helpful supports.	Information from parents is welcome but may not be systematically gathered.	Club gathers information from caregivers regarding youth strengths, challenges and helpful supports, but it is typically only gathered for youth who need behavior support.	Club systematically gathers information from all caregivers on youth's strengths, challenges and helpful supports.

Behavior Support Indicators	☐ 1	☐ 3	☐ 5
1. Staff receive training on concrete de-escalation techniques and consistently de-escalate situations using non-verbal, emotional support and problem-solving strategies.	Staff receive training, but only a few staff use consistent strategies to de-escalate situations (e.g., the Club director and more experienced	Staff receive training and most staff use consistent strategies to de-escalate situations.	Staff receive training and all staff use the same set of consistent strategies to de-escalate situations.

	☐1	☐ 3	☐ 5
staff).			
2. Staff take a trauma-informed perspective in working with concerning or unsafe behavior.	Some staff take a trauma-informed perspective.	Most staff take a trauma-informed perspective.	All staff take a trauma-informed perspective in working with concerning or unsafe behavior.
	☐1	☐ 3	☐ 5
3. Staff consider behavior as an expression of social-emotional development.	Some staff consider behavior as an expression of social-emotional development.	Most staff consider behavior as an expression of social-emotional development.	All staff consider behavior as an expression of social-emotional development.

Understanding Your Results

STEP 1: As a team, select three to five indicators your team would like to prioritize for improvement.

1.

2.

3.

4.

5.

STEP 2: Complete the PLAN section of this toolkit.

STEP 3: Use the DO section of this toolkit to choose the tools most relevant to the priorities identified by your team.
If your team has prioritized:

- **Physical & Emotional Safety Indicators** → Review the resources in the DO section of this toolkit listed under Emotional Safety. We recommend starting with the *Creating an Emotionally Safe Club* staff training.

- **Equity & Inclusion Indicators** → Review the resources in the DO section of this toolkit listed under Equity & Inclusion. We recommend starting with *Program Basics Inclusion Guidelines*.

- **Caregiver Engagement Indicators** → Review the resources in the DO section of this toolkit listed under Caregiver Engagement. We recommend starting with the tool *10 Tips for Engaging Caregivers.*

- **Behavior Support Indicators** → Review the resources in the Do section of this toolkit listed under Behavior Support. We recommend starting with the *Viewing Behavior as Social Emotional Development* training.

Program

Structures & Routines Indicators	☐ 1	☐ 3	☐ 5
1. All program sessions incorporate the components of a high-yield session (e.g., warm welcome, community builder).	Few program sessions incorporate the components of a high-yield session.	Most program sessions incorporate the components of a high-yield session, or all sessions include some components of a high-yield session.	All program sessions consistently incorporate the components of a high-yield session.
	☐ 1	☐ 3	☐ 5
2. All program sessions include regular emotional check-ins for youth (e.g., Mood Meter, Zones of Regulation).	Few program sessions include regular emotional check-ins for youth.	Most program sessions include regular emotional check-ins for youth.	All program sessions consistently include regular emotional check-ins for youth.
	☐ 1	☐ 3	☐ 5
3. Youth have access to a balance of varied activity choices to meet their interests and needs (e.g., low/high energy, small/large group, indoor/outdoor, arts/academic, low tech/high tech).	Activity choices offered tend to be of the same type (e.g., mostly active or mostly high tech-based).	Activity choices offered have some variety but may be slightly skewed toward one type (e.g., sports).	Youth have access to a variety of activity types throughout the day.
	☐ 1	☐ 3	☐ 5
4. Expectations are co-created by youth using group agreements (e.g., posted ground rules or membership guidelines, created group agreements) and reviewed during each session.	Club staff develop group expectations for youth behavior.	Club co-created group agreements with youth, but may not be revisiting or reviewing them for all new programs, groups and clubs at the start of a new session.	Club co-created group agreements are consistently reviewed and revisiting at the start of each new program, group or club.
Social-Emotional Skill Building Indicators	☐ 1	☐ 3	☐ 5
1. Youth have access to experiences in the core program areas (Education, Arts, Leadership & Service, Sport & Recreation and Health & Wellness) that include social-emotional skill building opportunities.	Social-emotional skill building opportunities are not intentionally built into core program areas.	Social-emotional skill building opportunities are sometimes built into core program areas, but not consistently.	Social-emotional skill building opportunities are consistently built into experiences across core program areas.
	☐ 1	☐ 3	☐ 5
2. Youth have access to program opportunities that focus explicitly on social-emotional skill building	Club does not currently offer opportunities that focus explicitly on	Club offers some program opportunities that focus explicitly on social-emotional skill	Club offers ongoing program opportunities that focus explicitly on social-emotional skill

(e.g., positive action, Ready Set Action, SMART Moves: Emotional Wellness).	social-emotional skill building.	building.	building.

Understanding Your Results

STEP 1: As a team, select three to five indicators your team would like to prioritize for improvement.

    1.

    2.

    3.

    4.

    5.

STEP 2: Complete the PLAN section of this toolkit.

STEP 3: Use the DO section of this toolkit to choose the tools most relevant to the priorities identified by your team.

If your team has prioritized:

- **Structures & Routines Indicators** → Review the resources in the DO section of this toolkit listed under Structures & Routines. We recommend starting with the *Program Basics BLUEPrint.*

- **Social & Emotional Skill Building Indicators** → Review the resources in the DO section of this toolkit listed under Social & Emotional Skill Building. We recommend starting with the *SMART Moves: Emotional Wellness* program.