Behavior Support and Response Procedures

Background

Behavior support begins with safety. When people do not feel physically and emotionally safe they may react to experiences from a place of survival(fear) rather than logic. Often this can lead them to make reactive decisions that are motivated by strong emotions, rather than behavior choices thatare safe, healthy, and build relationships.

For example, imagine you are walking to your car at night and a loud noise startle you. Immediately, your brain decides if you should run away, fight off the danger, or freeze in fear. In this instant, your brain is not deciding what to do based on what the most logical choice is, but instead is reacting from a place of survival (fear). This same thing holds true for youth. When youth do not feel physically or emotionally safe, they are unableto make decisions about their behavior choices that are within the rules and expectations of the Club.

Behavior is an observable action and form of communication.
- Behavior is an action you can see or hear. For example, behavior could include things like words, facial expressions, tone, posture, andother body movements.
- Behavior is communication. Youth and adults communicate the way they think, feel, and how they experience the environment through their behavior. For example, you may observe a youth walking away with their head down. These observable actions tell you that the youth may need support.
- Behavior is rooted in culture. Our background, and how our parents/caregivers reacted to our behavior has shaped our ideas of "acceptable"and "unacceptable" behavior. For example, in some cultures making eye contact with adults is viewed as disrespectful, and others it is considered a sign of respect.

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.
- Behavior support involves understanding what youth are communicating through their behavior. For example, if a youth raises their voiceand leaves the room following an interaction with a peer, you may interpret that to mean their interaction with their peer upset them.

Behavior support involves using what we understand about the youth's behavior to shape how we respond to it. For example, this may meanchecking in with a youth to see what kind of support they

need and adjusting your behavior and expectations based on their needs. **Behavior Support Plans and Communication**

- Behavior support plans are created between Program Directors, guardians and any additional supportive member in the youth's life. These meetings are used as an intentional time to learn about the child, develop communication plans and to create a community of support around the youth.
- Information shared in the meetings will be used to train staff on how to best support the youth and can additionally be shared with school partners as long as a FERPA form has been signed by all parties.
- Support Plans can also be created for members on IEPS, English Language Learners, members with medical diagnosis.

The 5 Guiding Principles of Behavior Support

- All behavior is communication.
- All youth are in the process are learning about their own behavior. As youth learn to meet expectations they will often act in ways that arechallenging or concerning.
- People interpret behavior based on culture, upbringing and experience.
- Behavior is an opportunity to learn how youth respond to their environments, and the skills they are working on in those spaces.
- Behavior support is a team approach that should include the youth, parents, mentors, elders, or other caregivers, and supportive adults in the youth's life.

At the Boys & Girls Clubs of Greater Lynchburg

Positive Behavior Support:

- Understands that youth do well if they can, not if they want to
- Take into consideration equity and cultural differences
- Understands individual youth needs (i.e. responds to individual differences among youth with insight and sensitivity), providing reasonableaccommodations when able
- It is explicit, reasonable and timely
- Is logical, consistent, developmentally appropriate, and considerate of the circumstances
- Relies primarily on supportive environments, staff relationships, and positive youth development as prevention ensures parent and youthvoice in the creation of management plans
- Increases the youth's awareness of the impact of their behavior and provides an opportunity to take full responsibility for it
- Builds a sense of community and its capacity for resolving conflict and maintaining a positive culture
- Teaches youth responsibility, regulation, and how to solve their own problems
- Tries to get at the root of the need behind the behavior
- Utilizes Trauma Informed Care by prioritizing: Physical and emotional safety, stability and predictability, equity, empowerment and choice,and connecting with the positive adult

mentor
- Recognizes that staff and Clubs need to examine, with a TIC lens, our environments, expectations, and communication to ensure we aretruly setting our youth up for success

Club behavior support and response procedures take into consideration:
- Impact on the youth expressing behavior (loss of dignity, extreme emotional duress, threat of harm to self)
- Impact on others (physical harm, emotional harm, loss of property)
- Impact on the program (loss of ability to run programs, maintain safe and positive culture)
- Duration
- Frequency
- Age and developmental level of youth
- Individual circumstances
- Does the youth have a documented disability that impacts their behavior or response
- The Club's ability to provide reasonable accommodation
- The experience of the individual youth, including ACEs, as well as their strengths
- The experience of the larger Club community

Behavior responses or practices that are never acceptable at the Club:
- Isolation
- Withholding of basic needs (food, water, bathroom use)
- Any form of physical punishment, including push-ups or running laps
- Verbal abuse (berating, taunting, name-calling)
- Emotional Abuse (belittling, threatening, shaming)

Positive behavior/group management looks like:
- Get down on members level
- Incorporate schedules, timers and reminders or count downs
- Have a routine in place for EVERYTHING and practice procedures
- Have a very simple, positive, whole-class reinforcement system and use individual modification plans for kids with behavior support plans
- Have a low-maintenance method for regular communication with parents about behavior
- Make general rules and consequences that are related and logical, and enforce them in ways that are appropriate for individual children

Negative behavior/group management looks like:
- Punishing a whole group for the actions of a few
- Yelling
- Excluding a youth from a program in a "time out" other than to calm down, regulate, or taking a break for safety

- Having a group of youth "owe the staff time" and sit in silence. Instead have them do reflection time together with a staff. Focus on positive
- Calling a youth out in front of a group or making a negative example of them
- Sending a youth to a Peace Place, Calm Corner, or Front Desk as a form of punishment. We want members to learn how to self-regulate and chose to go to a Peace Place or Calm Corner rather than being sent.

Level 3	Response and Support

Behavior is very dangerous, illegal, has the potential to cause veryserious threat of harm to self or others, and/or potential to cause major property loss	**Safety Management**
	● For dangerous/threatening behaviors:
	  ○ Remain calm and Assess the situation, maintaining at least an arm'slength distance to youth engaging in unsafe behavior
	  ○ Remove other youths from harm's way, removing everyone from the

Examples/Indicators:
● Possession of a weapon
● Use of a weapon or weaponized object (potential for seriousharm)
● Use/possession of alcohol or drugs
● Physical aggression that results in medical treatment
● Arson
● Touching someone else's private parts (Intentional- Not developmentally Appropriate)
 	
Running away to a dangerous area (off the bounds of theproperty, into a street etc…)
	room if necessary
	  ○ Radio for support and keep two staff with the youth, at a safedistance, for as long as possible
	  ○ Follow BGC Emergency Response Plan
	  ○ Use verbal de-escalation when possible and monitor youth for signs of calming: slowed breathing, relaxed posture, talking and answeringquestions
	  ○ Refer to the youth's Safety Plan if the youth has a safety plan on file
	  ○ Call 911 if there is serious threat of imminent harm to any individualthat cannot be safely mitigated by staff members (Violent behavior, presence of weapons, bomb/weapon threats, etc.)
	● Reassure victims/witnesses
	● Call 911 for any injuries or medical emergencies
	● Caregiver will be contacted for immediate pickup of youth
	Communication
	● These incidents will require administrative led interventions. ALWAYS notify BGC TITLE OF CLUB LEADERSHIP IMMEDIATELY as soon as safely possible. BGC TITLE OF CLUB LEADERSHIP notifythe CEO.
	● Notify Supervisor if they are on site.
	● The BGC TITLE OF CLUB LEADERSHIP will determine the continued chain of communication.
	● Caregivers of all affected parties should be notified as soon as possible, butmust be notified before the end of the day.
	Appropriate Response Procedures
	After immediate threat has passed and youth has been retrieved by caregiver, BGC TITLE OF CLUB LEADERSHIP will collaborate on next steps.
	Appropriate discipline may include...
	● Contacting law enforcement
	● Suspension, extended suspension, or removal of services
	● Restorative practices
	● Referrals to community agencies for additional services
	● A follow up Safety or Behavior plan will be required

	before the youth's return to Club, involving Club leadership, youth's caregivers, youth, and BGC TITLE OF CLUB LEADERSHIP **Documentation** ● Complete Incident Report (same day) ● Email Incident Report and any continuing documentation to BGC TITLE OF CLUB LEADERSHIP Continue to document and send any additional information as it arise in the following days ● Consult with BGC TITLE OF CLUB LEADERSHIP to create a Return Plan and put Behavior or Safety plan in place. ● Senior Team will consult the Club Impact Rubric to determine long-term suspension of services. ● External Safety Committee will review Level 3 incidents and make final determinations on expulsions. **Tools** ● BGC CLUB Emergency Response Plan ● BGC CLUB Safety Policy Handbook ● BGC CLUB Incident Report ● BGC CLUB Impact Rubric (Senior Team) ● BGC Club Unsafe Behavior Policy
Level 2	Response and Support

Major impact on the Club environment, behavior causes physical or emotional harm, property damage and/or provides a major disruption to the Club environment.
 	
Examples/Indicators
● Intentional Physical Aggression
  ○ Hitting, Biting, Kicking, Purposefully shoving another youth to the ground
● Behavior that causes a need to "room clear"
● Intentional disparaging slurs against any racial, sexual, gender, religious, ethnic, disability or other protected class.
● Bullying/Intimidation (repeated, power imbalance, intent to harm, causing emotional/physical harm for the victim)
● Running away to an out of bounds area and not immediately returning after staff redirection
	Safety Management
	● For unsafe behaviors:
	  ○ Remain calm and Assess the situation, maintaining at least an arm's length distance to youth engaging in unsafe behavior
	  ○ Remove other youths from harm's way if necessary, removing everyone from the room if necessary
	  ○ Radio for support and keep two staff with the youth, at a safe distance, for as long as possible
	  ○ Use verbal de-escalation when possible and monitor youth for signs of calming: slowed breathing, relaxed posture, talking and answering questions
	● Reduce risks of harm,
	● Use verbal de escalation
	● Reassure victim(s)/witness(es)
	● The site/program coordinator may determine that the youth must be picked up for the day
	
	Communication
	● These incidents may require administrative led interventions. Notify BGC TITLE OF CLUB LEADERSHIP by end of day. Parents of all affected parties should be notified as soon as possible, but no later than end of day.

● Stealing ● Serious threats of harm to others Technology misuse; intentional search of inappropriate materialson an internet enabled device	The site director may advise parents that the BGC TITLE OF CLUB LEADERSHIP may contact them about further disciplinary action and follow up.
Level 1	Response and Support
Moderate impact on the Club community. Behavior has the potential to cause emotional or physical harm, property damage ordisruption of the Club environment if continued. Increasing supports are put in place to prevent behavior escalation. **Redirection of youth to established Club structure and expectations.**	**Safety Management** ● Remember to continually reinforce, remind and re-teach expectations ● Set and post clear expectations in every program area that are referred tocontinuously. Allow youth to choose to take a break in a quiet area, with a staff.
Minor Behaviors/Level 0	Response and Support
Low impact to the Club community. Very low risk of harm. Supports are put in place to ensure a safe and positive Club environment and to prevent behavior escalation. Redirection ofyouth to established Club structure and expectations. ● Running in the hallway during transition times ● Bickering-minor verbal conflict ● Losing temper while playing game and banging the table. ● Not including all kids in games/ activities ● Argument over a toy ● Not respecting personal space (ie. hanging on another youth orstaff member,) ● Ask one staff, staff says "no", youth asks another staff member. ● Not cleaning up after oneself. ● Not using supplies as intended (ie. misuse of art supplies) Not following room expectations (ie. Eating in a "no food" area)	**Safety Management** ● Remember to reinforce, remind and re-teach expectations ● Set and post clear expectations in every program area that are referred tocontinuously. ● Allow youth to choose to take a break in a quiet area, with a staff, or with aYDP. **Communication** ● Staff should share observations and concerns about minor behaviors with theSite Director and YDP, who will help determine the need for parent contact, or additional Club supports. ● 3+ minor behaviors of the same nature can be escalated to a Level 1 Incident **Appropriate Response Procedures** *At this level, responses are led by program staff ● Provide reminders and redirection ● Staff led or collaborative problem solving ● Re-teach expectations ● Written or verbal apology ● Change of activity ● Temporary loss of privilege ● Use Kelso's Choices, Zones of Regulation tool for youth led problem solving ● Conflict resolution with staff and or other youth ● Developmentally appropriate logical consequence (youth cleans a mess orrepairs a problem)

	• Stop & Think form for repeated Level 0 Behaviors
	Documentation
	• Use Incident Report form to document ongoing behavior and ask BGC CLUB LEADERSHIP other applicable Club Leadership staff to provide communication to parents if you are finding the need to redirect or re-teach expectations multiple times.
	• Stop & Think forms are an appropriate form of Level 0 documentation andmay be used in place of an Incident Report.
	Tools
	• Group Agreements
	• Inclusive Club Toolkit
	• Club Expectations for Every Program Area
	• Bathroom Hall Passes
	• Stop & Think
	• Positive Club Climate Toolkit
	• Program Basics: Recognition
	Emotional Check-Ins

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Signature