



Appendix B

Ingredients of a Quality Behavior Management Model Program Assessment

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| | We have a behavior management model in place that addresses all levels of behavior, and that everyone understands and regularly uses. |
| | We have regular off-line supervision for staff where behavior management issues can be discussed. |
| | We have a regular staff forum for discussing behavioral issues that arise. |
| | We have a formal, behavior management training program for new staff. |
| | We have sufficient staff to manage all levels of acting out we see in our program. |
| | We have a set of clear emergency procedures all staff know about and can use. |
| | We have a system for making appropriate referrals for students who need other services. |
| | We have clear discharge criteria for students who are not able to be in the program. |
| | We have an inviting environment that promotes engagement, joy, enrichment and calm. |
| | Program youth meet daily to discuss program plans, issues and to play together. |
| | The program has built-in times for hanging out, visiting informally, looking at new resources, playing games spontaneously—without a program agenda, etc. |
| | The program provides nutritious (non processed, no sugar) food and drink choices daily. |
| | Our activities and the staff who lead them provide choice, active immersion, and opportunities for critical thinking and sharing with peers. |
| | Our program provides opportunities for youth leadership, regular input into decision-making, apprenticeships and options homework help. |
| | We have sufficient educational and recreational resources to promote engagement. |

Pathways to Success by 21

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| | We have a way of being able to identify and respond to more serious problems in students, i.e., suicide attempts, mental health problems, active abuse or neglect, etc. |
| | We have routines and rules that support order and calm, positive youth guidance, and youth engagement in the program. |
| | We have clear staff guidelines for responding to common behavioral problems. |
| | We have a written, descriptively stated consequence system that all staff use in the same way, as well as a way to review it regularly as a team. |
| | We have clearly stated and enforceable set of “bottom line” consequences for serious behaviors related to the safety of people or property. |