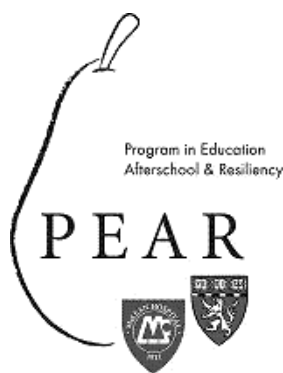


BEHAVIOR AND EMOTIONAL SUPPORT ASSESSMENT TOOL

*A publication of Program in Education, Afterschool, and Resiliency (PEAR)
and Build the Out-of-School Time Network (BOSTnet)*

By Dr. Gil G. Noam, Mehyun Song, and BOSTnet



Copyright 2007 Program in Education, Afterschool, and Resiliency and Build the Out-of-School Time Network. All Rights Reserved

Behavior and Emotional Support Assessment Tool

Welcome to our self-assessment process! We are excited that you will use the Behavior and Emotional Support Assessment Tool (BESAT) to generate staff discussions and make decisions that will further strengthen your program practices.

Socio-emotional well being, assets and resiliency building, as well as mental health and behavioral support are gaining increasing attention locally, nationally and even internationally—and with good reasons. The rates of challenges kids face are rising and that means that out-of-school time staff are called upon to provide ways to support children and youth’s emotional well-being. In addition, programs are learning about these challenges earlier and better than many other adults in the lives of children because after school and summer programming encourage strong, trusting and informal relationships.

But once you and your program learn about the issues the kids bring to your program or the problems they manifest during their time with you, you are called upon to develop healthy supports. That is not easy for many programs that often lack outside help from consultants, regional trainings and materials and resources. In addition, helping your children, we have found, means not only to be good at detecting and understanding their “issues,” but also knowing about their strengths and resilience potential that helps counterbalance or overcome the problems. There again, programs have little support in knowing about the most recent research on assets and resilience factors.

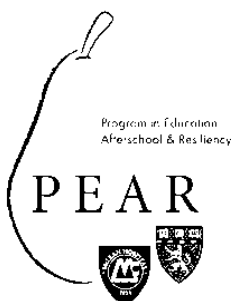
Finally, we believe problems are not only “in the kid,” but are often an interaction between what the children bring to you and what you have or have not worked out in the program. Changing the children is harder than changing some program practices that will help make the kids have a different and positive experience about themselves. For that reason, positive behavior supports established within programs are so important for kids and adults alike.

With these ideas in mind, we developed the self-assessment tool asking questions about what you think about your program in specific socio-emotional and behavioral domains and what you would like to work towards as a staff to strengthen your program.

For best results, you should follow the following three steps:

1. Fill out the tool individually.
2. At the staff meeting, compare responses, with the most time spent discussing the areas where you disagree.
3. Figure out as a group what your goals are going to be for the next three to six months, in terms of most important issues to work on.

We hope this tool will help you engage in a productive discussion and goal setting. If you have any questions, please contact pear@mclean.harvard.edu or info@bostonnet.org. Many thanks for participating!



PEAR
Mill Street Lodge
115 Mill Street
Belmont, MA 02478
Phone: 617 855-3584
Fax: 617 855-3777
Email:
pear@mclean.harvard.edu
Website: pearweb.org



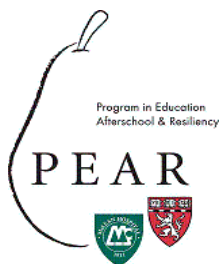
BOSTnet
11 Beacon Street Suite 1000
Boston, MA 02108
Phone: 617 720-1290
Fax: 617 720-1291
TTY: 617 720-1292
Email: info@bostonnet.org
Website: bostonnet.org

Section I: Assets, Behavior Support, and Resiliency

As the first step, read each item and indicate how well your program's current practice reflects what the item describes. Check one of the four responses in the 'Current Practice' column (Not at All, Sometimes, Frequently, Always), depending on the degree to which each statement reflects your program's current practice.

As the second step, go to the 'Priority for Improvement' column and select THREE most important priority areas that you want to work on in the future and rank them from 1 to 3. Also, mark a time period (three-month, six-month and one-year period) next to the areas you want your program to begin to work on. The time period marks when you want to begin, not when the process is to be finalized.

	STRATEGY	Current Practice				Priority	
		Not at All	Sometimes	Frequently	Always	Rank (1-3)	Time Period
1	Staff let children know when they are doing a good job						
2	The program has a culture that allows children to take initiative and explore their interests						
3	There are strategies in place for de-escalation before intense blow-out						
4	Program affords children opportunities to express their ideas, concerns and opinions						
5	Staff encourage children to interact with one another in positive ways						
6	Program promotes teamwork and respect for others in day-to-day activities						
7	Staff clearly communicate to children the consequences of breaking program rules						
8	The consequences are immediate (not hours later or next day)						
9	Staff offer children opportunities for positive one-on-one relationships with staff members (even for short moments)						
10	Staff analyze and discuss what triggers negative behavior						
11	Program enables children to explore resources and issues in their community through projects and activities						
12	The consequences for negative behavior are clear, appropriate and fair						
13	There are positive consequences for positive behavior						
14	Staff develop rules, norms and discipline with input from children						
15	Positive feedback is more prevalent than corrective action						



PEAR
 Mill Street Lodge
 115 Mill Street
 Belmont, MA 02478
 Phone: 617 855-3584
 FAX: 617 855-3777
 Email: PEAR@mclean.harvard.edu
 Website: pearweb.org



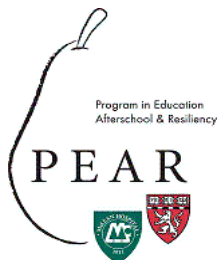
BOSTnet
 11 Beacon Street Suite 1000
 Boston, MA 02108
 Phone: 617 720-1290
 Fax: 617 720-1291
 TTY: 617 720-1292
 Email: info@bostnet.org
 Website: bostnet.org

Section 2: Children's Socio-Emotional, Behavioral & Mental Health

In this section, we ask you to 1) provide your opinions about the challenges the children you interact with may be facing. Please mark how significant the challenges are in your program on the scale of 1 to 4 (1-Insignificant 2-Mild, 3-Moderate, 4-Severe) and 2) choose the THREE priority areas that you want to learn more about through materials and professional development and rank them from 1 to 3.

	CHALLENGES	Rating				Priority Areas for Learning
		1	2	3	4	
		Insignificant	Mild	Moderate	Severe	(rank 1-3)
16	Adjustment issues (e.g. difficulty managing transition to new school, new grade or class, stress)					
17	Social, interpersonal or family problems					
18	Anxiety, school phobia					
19	Depression, grief reactions					
20	Aggressive/disruptive behavior, bullying					
21	Delinquency and gang-related problems					
22	Suicidal thoughts or behavior					
23	Alcohol/drug problems					
24	Eating problems					
25	Other: _____					

How many children in your program do you think are facing any of these challenges?



PEAR
 Mill Street Lodge
 115 Mill Street
 Belmont, MA 02478
 Phone: 617 855-3584
 FAX: 617 855-3777
 Email: PEAR@mclean.harvard.edu
 Website: pearweb.org

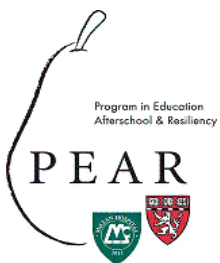


BOSTnet
 11 Beacon Street Suite 1000
 Boston, MA 02108
 Phone: 617 720-1290
 Fax: 617 720-1291
 TTY: 617 720-1292
 Email: info@bostnet.org
 Website: bostnet.org

Section 3: Mental Health Services

What systems, if any, are in place with regard to providing children with mental health services? Please don't worry if you find more 'no's than 'yes's. Most programs don't have many mental health resources available despite the fact that they are working with kids who need them. Figure out what resources you currently have and what further resources you may need based on your population. After marking 'Yes' or 'No' to each item, indicate the THREE most important priority areas that you want to work on in the future by ranking them from 1 to 3. Also, mark a time period (three-month, six-month, and one year period) next to the areas you want your program to begin to work on. The time period marks when you want to begin, not when the process is to be finalized.

	STRATEGY	Current Practice		Priorities for Improvement	
		Yes	No	Rank (1-3)	Time Period
26	Staff talk about children who have psychological problems				
27	Staff share mental health resources among staff (e.g., printed materials, videos, exchange of referral info.)				
28	Staff communicate with school-day staff about children's problems and strengths				
29	Staff have (outside) consultants available for advice regarding children with psychological and behavioral problems				
30	Staff work with community agencies so that children and families can have mental health services				
31	Staff have a referral system in place for children to be assessed for counseling				
32	Behavioral expectations of the program are discussed with parents/guardians				
33	Staff members are trained in early identification of problems that children may have				
34	My center provides adequate professional development opportunities for staff on how to deal with the social, emotional, and developmental needs of children				
35	Problems and successes of children are reported back to parents/guardians				
36	There is someone on the staff who can help the rest of the staff understand psychological problems that can come up with children				
37	Staff have a procedure to talk to (report to) the parents if children have problems (mental health concerns)				
38	Staff have a procedure to get the information regarding children from their school				
39	When there are problems with children, the issues are mentioned to parents in a non-judgmental way				
40	Staff have well-understood procedures to deal with acute emotional or mental health crises				



PEAR
 Mill Street Lodge
 115 Mill Street
 Belmont, MA 02478
 Phone: 617 855-3584
 FAX: 617 855-3777
 Email: PEAR@mclean.harvard.edu
 Website: pearweb.org

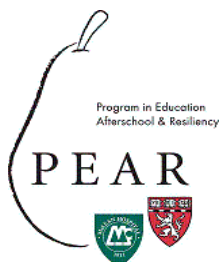


BOSTnet
 11 Beacon Street Suite 1000
 Boston, MA 02108
 Phone: 617 720-1290
 Fax: 617 720-1291
 TTY: 617 720-1292
 Email: info@bostnet.org
 Website: bostnet.org

Section 4: Staff Self Care

This section continues to ask you to self-assess and set goals about your programs. For each item, please indicate how well your experience as a staff reflects what the item describes by selecting one of the three responses provided (Not at All, Rarely, Sometimes, Frequently). Then, 1) indicate the TWO most important priority areas that you want to work on in the future by ranking them (1 and 2) and 2) mark a time period (three-month, six-month, and one-year period) next to the areas you want your program to begin to work on. The time period marks when you want to begin, not when the process is to be finalized.

	STRATEGY	Current Practice				Priority	
		Not at All	Sometimes	Frequently	Always	Rank (1-3)	Time Period
41	Staff discusses their own reactions to children						
42	Staff can go to someone in the program and receive help in their feelings about children						
43	Staff discusses strategies to avoid “burn-out”						
44	Staff feels safe to discuss problems in the program that interfere with their well-being						
45	Staff bring in their own hobbies and skills to their work with children						



PEAR
 Mill Street Lodge
 115 Mill Street
 Belmont, MA 02478
 Phone: 617 855-3584
 FAX: 617 855-3777
 Email: PEAR@mclean.harvard.edu
 Website: pearweb.org



BOSTnet
 11 Beacon Street Suite 1000
 Boston, MA 02108
 Phone: 617 720-1290
 Fax: 617 720-1291
 TTY: 617 720-1292
 Email: info@bostnet.org
 Website: bostnet.org