



Behavior Support & Response Policy & Procedure

Board Approved Updates: February 19, 2024

Policy Statement

Our *Behavior Support & Response Policies and Procedures* provide a comprehensive framework that prioritizes individual needs, equity, and trauma-informed care while maintaining a physically and emotionally safe environment for all members. By implementing these policies, we aim to create a supportive and empowering environment that fosters positive youth development and social-emotional skill building.

At Boys & Girls Clubs of Greater Kalamazoo we believe:

- All behavior is communication.
- As youth learn to meet expectations, they will often act in ways that are challenging or concerning.
- People interpret behavior based on past experiences, upbringing, and culture.
- Behavior is an opportunity to learn how youth respond to their environments and the social-emotional skills they are still working on in those spaces.
- Behavior support is a team approach that should include staff, youth, caregivers, and other supportive adults in the youth's life.

Our Approach to Behavior Support:

Our approach to behavior centers on fostering positive behavior through supportive youth-centered environments, staff-youth relationship building, and recognition of positive behavior. When behavior challenges arise, we strive to understand the underlying needs driving the behavior and assist members with gaining the social-emotional skills necessary to handle big emotions and conflict through coaching and conflict resolution. This allows youth to increase awareness of the impact of their behavior and provides an opportunity to take full responsibility for it.

Our Commitment to a Positive Club Culture:

At the Boys & Girls Clubs of Greater Kalamazoo, we recognize that we need to examine our environments, expectations, and communication to ensure we are setting our youth up for success. If a pattern of concerning behavior occurs at one of our Units, BGC Leadership will observe member-staff interactions on-site and review all documentation to ensure we are doing everything we can to support positive behavior while using the least restrictive behavioral support intervention. Our goal is to keep all members at the Club!

Club behavior support and response procedures take into consideration:

- Impact on youth expressing behavior (extreme emotional duress, loss of dignity)
- 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
- Documented disability that impacts their behaviors or responses
- The Club’s ability to provide reasonable accommodations
- The experience of individual youth, including ACEs, as well as their strengths
- The experience of the larger Club community

Behavior Support & Response Procedures:

Level 3	Behavior Support & Response
<p style="text-align: center;">Extreme impact on the Club Environment</p> <p style="text-align: center;">Behavior is very dangerous or illegal, has the potential to cause a very serious threat of harm to self or others, and/or potential to cause major property loss.</p> <p>Examples/Indicators:</p> <ul style="list-style-type: none"> • Possession of a weapon • Use of a weapon or weaponized object (with the potential for serious harm) • Use/possession of alcohol or drugs • Physical aggression that results in medical treatment • Arson • Sexual misconduct / assault 	<p style="text-align: center;"><u>Level 3 interventions will be led by the Unit Manager and supported by the Director</u></p> <p>Safety Management</p> <ul style="list-style-type: none"> • For dangerous/threatening behaviors: <ul style="list-style-type: none"> ○ Remain calm and assess the situation, maintaining at least an arm’s length distance from youth engaging in unsafe behavior. ○ Clear all other youth from harm’s way and follow lockdown procedures. ○ Radio for additional 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. ○ Refer to the youth’s Safety Plan if the youth has a safety plan on file. ○ Call 911 if there is a serious threat of imminent harm to any individual that cannot be safely mitigated by staff members (violent behavior, presence of weapons, bomb/weapon threats, etc.) • Reassure victims/witnesses • Call 911 for serious injuries or medical emergencies

	<ul style="list-style-type: none"> The caregiver will be contacted for immediate pickup of youth, if the primary caregivers cannot be reached the emergency contacts will be called. <p>Communication:</p> <ul style="list-style-type: none"> ALWAYS notify the Director IMMEDIATELY as soon as safely possible. The Director will notify the CEO. Caregivers of all affected parties should be notified as soon as possible but MUST be notified before the end of the day. <p>Appropriate Response Procedures: After the immediate threat has passed and the youth has been retrieved by the caregiver, the Unit Manager and BGC Leadership will collaborate to determine the next steps.</p> <p>Appropriate consequences may include:</p> <ul style="list-style-type: none"> Contacting law enforcement Suspension Restorative practices Referrals to community agencies for additional services <p>A follow-up Safety Plan will be required with the youth before returning to the Club.</p> <p>Documentation:</p> <ul style="list-style-type: none"> UM will complete a Member Incident Report (same day) Email the Incident Report and any other documentation to the Director. <ul style="list-style-type: none"> Continue to document and send any additional information as it arises in the following days. A follow-up Safety Plan will be created with the youth, their primary caregiver, and Club Leadership before the youth may return to the Club. Unit Manager will report Level 3 behaviors in the Monthly Report. <p>Tools:</p> <ul style="list-style-type: none"> BGC Lockdown Procedure Incident Report Safety Plan
Level 2	Behavior Support & Response
<p style="text-align: center;">Major Impact on the Club Environment</p> <p style="text-align: center;">Behavior causes physical or emotional harm, and/or property damage.</p>	<p style="text-align: center;"><u>Level 2 interventions will be led by the SEL Coach and supported by the Unit Manager</u></p> <p>Safety Management:</p> <ul style="list-style-type: none"> For unsafe behaviors:

Examples/Indicators:

- Intentional Physical Aggression - Fighting
- 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 returning after staff redirection
- Stealing
- Serious threats of harm to others
- Technology misuse; intentional search of inappropriate materials on an internet-enabled device

- Remain calm and assess the situation, maintaining at least an arm’s length distance from youth engaging in unsafe behavior.
- Remove all other youth from harm’s way by clearing the room and follow the lockdown procedures if necessary.
- Radio for additional 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 risk of harm
- Use verbal de-escalation
- Reassure victims and witnesses
- The Unit Manager may determine that the youth must be picked up for the day.

Communication:

- Caregivers of all affected parties should be notified as soon as possible, but no later than the end of the day.
- Unit Manager will email the incident report to the Director before the end of the day.
- Unit Manager & SEL Coach request a Behavior Support Meeting with Youth and Caregivers before a youth can return to the Club after the member’s 3rd level 2 incident over the course of a year (August – July).

Appropriate Response Procedures:

- Staff-led conflict resolution
- Restorative practices
- Educational consequences
- Youth is picked up early by caregivers (Unit Manager decision based on safety or major disruption to the Club)
- Break from the Club (BGC Leadership decision based on a pattern of behavior and effectiveness of intervention techniques)

Documentation:

	<ul style="list-style-type: none"> • SEL Coach will complete the incident report (same day) and send to the Director. • A follow-up Behavior Support plan will be created with the youth, their primary caregiver, and Unit Staff before the youth may return to the Club after their 3rd Level 2 Behavior Incident over the course of a year (August – July). • UM will report Level 2 behaviors in the Monthly Report <p>Tools:</p> <ul style="list-style-type: none"> • Incident Report • Restorative Roadmap • 6 Steps to Deescalating Concerning Behavior • Collaborative Conflict Resolution • Concerning Behavior & Caregiver Support • Case-by-Case Checklist • Behavior Support Plan
Level 1	Behavior Support & Response
<p style="text-align: center;">Moderate Impact on the Club Environment</p> <p>Behavior has the potential to cause emotional or physical harm, property damage or disruption of the Club environment if continued. Increasing supports are put in place to prevent behavior escalation.</p> <p>Examples/Indicators:</p> <ul style="list-style-type: none"> • Pushing someone out of the way in line • Play Fighting • Ripping up someone else’s artwork • Throwing an item in frustration • Disrupting program activities • Youth refusal to follow staff member’s reasonable requests • Youth mutually and jokingly use slurs 	<p style="text-align: center;"><u>Level 1 interventions will be led by the SEL Coach</u></p> <p>Safety Management:</p> <ul style="list-style-type: none"> • Continually reinforce, remind and re-teach expectations • Set and post clear expectations in every program area that are referred to continuously. • Allow youth to choose to take a break in a quiet area and check-in with SEL coach. <p>Communication:</p> <ul style="list-style-type: none"> • YDPs should share level 1 behaviors with the SEL Coach. • The SEL Coach will determine the need for parent contact if the youth’s behavior continues despite intervention. • When youth mutually and jokingly use slurs, the youth and parents will be addressed about the inappropriateness and seriousness of the language use. <p>Appropriate Response Procedures:</p> <ul style="list-style-type: none"> • Think sheets • Restorative practice strategies • Collaborative problem-solving

	<ul style="list-style-type: none"> • Club community service • Written or verbal apologies • Logical loss of privileges • Conflict resolution or peer mediation • Developmentally appropriate logical consequences • Parent pep talk <p>Documentation:</p> <ul style="list-style-type: none"> • ABC Behavior Tracker • Think Sheets <p>Tools:</p> <ul style="list-style-type: none"> • Restorative Roadmap • Conflict Resolution • Emotional Check-Ins • Group Agreements • Club Expectations • Bathroom & Hall Passes • Think Sheets
Level 0	Behavior Support & Response
<p style="text-align: center;">Low Impact to the Club Environment</p> <p>Very low risk of harm. Supports are put in place to ensure a safe and positive Club environment and to prevent behavior escalation. Redirection of youth to established Club expectations.</p> <p>Examples/Indicators:</p> <ul style="list-style-type: none"> • Running in the hallway • Bickering / minor verbal conflict • Losing temper while playing game • Not including all youth in games or activities • Arguments over materials • Not respecting personal space • Not cleaning up after oneself • Not using supplies as intended • Not following room expectations 	<p style="text-align: center;"><u>Level 0 interventions will be led by YDPs and supported by the SEL Coach</u></p> <p>Staff Management:</p> <ul style="list-style-type: none"> • Reinforce, remind, and re-teach expectations • Set and post clear expectations in every program area that are referred to continuously • Allow youth to choose to take a break in a quiet area and check in with the SEL Coach <p>Communication:</p> <ul style="list-style-type: none"> • Staff should share concerns with the SEL coach about repeated minor behaviors. • The SEL Coach will determine the need for parent contact if the youth’s behavior continues despite intervention. <p>Appropriate Response Procedures:</p> <ul style="list-style-type: none"> • Provide reminders and redirection • Collaborative problem solving • Re-teach expectations • Written or verbal apologies • Change of activity • Temporary loss of privilege • Emotional check in • Developmentally appropriate logical consequence • SEL Coach intervention after behavior is repeated 3+ times during the day

	<p>Documentation:</p> <ul style="list-style-type: none">• ABC Tracker is filled out by SEL coach if the behavior continues 3+ times <p>Tools:</p> <ul style="list-style-type: none">• Positive Behavior Support (BGC Bucks)• Emotional Check-Ins• Group Agreements• Club Expectations• Bathroom & Hall Passes
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