

Consequences Sequence

Adapted from policies developed by YMCA of Snohomish County, Everett, Washington

Level 1: *MINOR CONCERNS are handled on the spot: BE CONSISTENT!*

- ~ Understand the cause of the behavior: anger, frustration, boredom, etc.
- ~ Ignore behaviors that are clearly for attention -- give attention to positive behavior.
- ~ Give a verbal reminder of the rules and values.
- ~ Let your first encounter be friendly and casual.
- ~ Next, use a firm, yet kind directive that offers a choice.
 - Firmness means we stand up for our own desire to be treated with respect.
 - Kindness means we do it respectfully with clear choices that allow the child dignity.
- ~ Redirect the child to a different activity, change the setting, remove the object.
- ~ Re-teach or clarify the rules or values.
- ~ Allow for logical or natural consequences to occur.
 - Natural – happens naturally – if you don't eat a snack, you'll go hungry.
 - Logical – makes sense – milk spills, clean it; misuse a game, lose it for the day.
 - They need to be reasonable and appropriate.
 - Most consequences can be turned into solutions by using problem solving.
- ~ Problem solve with children -- on the spot or at the "peace table."
 - Define the problem.
 - Brainstorm solutions.
 - Pick one.
- ~ Angry children need to calm down at the "peace table" or somewhere quiet.
- ~ Make any changes to the schedule or environment that might have a negative effect on the child's behavior.
- ~ Begin documenting chronic behavior.

Level 2: *Talk to the Parent* if there is a serious offense or chronic level of offenses:

- ~ Discuss possible causes of the behavior as well as possible solutions: problem solve!
- ~ Try for one-on-one: for every behavior change, try to come up with a program change that might help.
- ~ Document all parent talks in the incident journal.

Level 3: *Unacceptable Behavior Notification (UBN), (See handout #40)* are used for major offenses that endanger the safety of others and/or after repeatedly speaking to the child and the parent regarding behavior (with documentation in the incident journal) and have seen no change in the child behavior:

- ~ The site director completes an UBN.
- ~ The UBN is signed by the parent or guardian.
- ~ The UBN is submitted to a program supervisor.
- ~ The UBN must state the specific, observable behavior that is unacceptable. Examples include: Physical fighting or running away from the site.

Level 4: *A Behavior Contract* must be completed when a child receives his or her third UBN.

- ~ A parent or guardian, (the school-aged child), the group leader (or site director) and if necessary an administrator meet to write a behavior contract **at the time of the third UBN.**
- ~ The contract must state:

The specific, observable behavior that is unacceptable.

The behavior that you expect.

What programmatic changes or modification will be made to accommodate the special needs of the offending child.

Level 5: *Suspension* if no immediate improvement is made.

- ~ Staff follow policies as outlined in the parent manual and suspend the child from the program for a set period of time.

Level 6: *Termination* will occur if there's still no improvement immediately after suspension.

- ~ In the case of a child with disabilities -- refer to your program's policy on the inclusion of children with special needs.

Note: A long period of time with good behavior (a month or more) warrants starting the consequence cycle over again.