

STANDARD 2: Relationships & Interactions

When programs create an environment that is truly welcoming for all — youth, families, staff and visitors — and when relationships are deep and authentic, we're best poised to meet students' needs. Being intentional about our relationships and interactions will foster a safe, nurturing setting where youth can try new things, get extra support and be inspired to be their best selves.

On this indicator, we are:

- 1 - Experiencing challenges**
- 2 - Making progress**
- 3 - Right on track**
- 4 - Excelling**

	What do positive relationships & interactions look like in our program space?	How are we doing?
R11	We use a friendly tone of voice and greet all youth by their preferred name.	1 2 3 4
R12	We recognize parents or other adult caregivers, and acknowledge them by name.	1 2 3 4
R13	Staff and students are comfortable and relaxed around one another. They are genuinely interested in spending time together.	1 2 3 4
R14	Interactions between staff and students, staff and families, and amongst staff are affirming and supportive. That includes using positive language and avoiding sarcasm.	1 2 3 4
R15	We establish trusting, supportive relationships with youth by meeting them "where they're at" with acceptance and appreciation.	1 2 3 4
R16	Peer-to-peer interactions between youth are positive.	1 2 3 4
R17	We treat all youth with respect and really listen to what they have to say; we show a genuine interest by paying attention when youth are talking, and by extending the conversation.	1 2 3 4
R18	We use encouraging and affirming language when interacting with youth, that includes using phrases like "please," "thank you," "you're welcome" and frequently referring to one another by name.	1 2 3 4



Relationships & Interactions

CONTINUED

	How do we maintain positive relationships & interactions when things don't go as planned?	How are we doing?
RI9	Rules and expectations for behavior are clearly spelled out in our program policies, and so are the consequences when those policies aren't followed.	1 2 3 4
RI10	We set appropriate limits with youth, and enforce the same rules in a consistent and predictable manner.	1 2 3 4
RI11	We handle challenging situations with a calm demeanor and use positive behavior management tools, such as proximity, redirection, ignoring, re-teaching, restating the expectation, etc.	1 2 3 4
RI12	We're proactive about intervening or redirecting when youth are engaging in inappropriate behavior.	1 2 3 4
RI13	Whenever possible, we address inappropriate behavior in private rather than a group setting.	1 2 3 4
RI14	We support and encourage youth to resolve their own conflicts when appropriate.	1 2 3 4

Notes & Examples

	How do we build positive relationships & interactions with the broader community?	How are we doing?
R115	We recognize the importance of meaningful, ongoing engagement with families in our program as well as the larger community.	1 2 3 4
R116	We have ongoing, collaborative, and meaningful relationships with families, schools and other community partners and stakeholders.	1 2 3 4
R117	We provide information to families on a regular basis. (“Regular” will vary from program to program, and could mean daily, weekly or monthly communication.)	1 2 3 4
R118	It’s easy for families to provide feedback and communicate with us, and we encourage them to do so. (This could mean multiple communication channels, languages, etc.)	1 2 3 4
R119	We welcome families’ involvement with program events.	1 2 3 4
R120	We are intentional about connecting youth, families and staff to resources in our community that may benefit them.	1 2 3 4

How can we improve in this area? _____

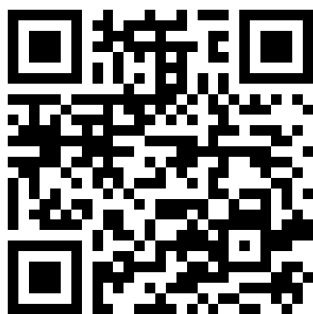
What are some easy things we can do right away? _____

What changes do we need to work on long term? _____

What resources, supports or partnerships can help us? _____

RESOURCE

Alert



(Use phone camera to scan this QR code to get connected to resources)

SEL Link

Decades of studies prove that social emotional skills help young people succeed in school and in life. These students do better in school, have higher self-esteem, make healthier choices and have more positive relationships. At the same time, negative behaviors decrease.

Afterschool provides an ideal space for SEL skill development. The creativity and flexibility that is inherent to out-of-school-time programs provides a natural setting for young people to engage in activities like team-building, conversation, self-reflection and choice that build and reinforce SEL skills.

Check out the Afterschool Alliance’s SEL Toolkit for resources specific to SEL in afterschool. (www.afterschoolalliance.org/SEL-toolkit.cfm)