



## The Flagship Program Manual

"The smallest act of kindness is worth more than the grandest intention."

~ Oscar Wilde

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## **Welcome**

Welcome to The Flagship Program! Thank you for the time you have invested in Missoula's youth. Without your participation, The Flagship Program could not continue. By working with The Flagship Program you are making a difference in the lives of children being a positive mentor.

### **What is The Flagship Program?**

The Flagship Program is a community-school partnership whose mission is to enhance the social, academic, and cultural achievement of Missoula's young people by creating opportunities, during non-school hours, which help them, succeed in school and grow to be healthy and productive adults. We are located in eight Missoula County Public Schools; Franklin, Hawthorne and Russell Elementary Schools; C.S. Porter, Meadow Hill and Washington Middle Schools; Hellgate, and Willard Alternative High Schools.

### **What is your role in Flagship?**

Whether you are a paid instructor or unpaid instructor, you should consider yourself a staff member of Flagship. Everyone, regardless of compensation, will be held to the same standards and expectations described in this manual. You are giving your time and self to enrich the lives of young people. Please contact the Flagship coordinator at your school with any questions.

### **Flagship, a brief history...**

Flagship was started in 1995 by a group of community members who were concerned with the high drop-out rate in middle school. This group formed an after-school program to encourage students to stay in school by providing positive role models and opportunities to learn new skills. Research shows that students who are involved in The Flagship Program have higher confidence and self-esteem, develop new friendships, have lower dropout rates and have decreased rates of drinking and drug use.

The Flagship Program  
1321 Wyoming Street  
Missoula, MT 59801

## Flagship Instructor Job Description



**Flagship Mission:** The Flagship Program is a community-school partnership that provides skill-building opportunities that enhance the social, academic and cultural achievement of Missoula's young people by creating opportunities, during non-school hours, which help them, succeed in school and grow to become healthy and productive adults.

**Summary of Position:** The Flagship Program's Instructor facilitates and/or co-facilitates an after-school activity, while providing positive mentoring, skill building and opportunities to Missoula's youth.

### Specific Duties/Tasks:

- Facilitate an activity, either by leading or assisting.
- Be a positive role model for the students.
- Certain activities require planning. Create lesson plans for your activity and share this and supplies needed with the Flagship coordinator.
- Communicate with and utilize the coordinator as a resource and support person.
- If you are running late or unable to lead your activity, you **MUST** communicate this to the Flagship coordinator well in advance, or as soon as possible.
- Record instruction hours based on the system used at the Flagship school you are working at.

### Qualifications Required:

- Ability to work with students by being a positive role model.
- Learn and implement behavior management skills.
- Strong communication skills.
- Creative and open minded.
- Ability to work and collaborate with others, including Flagship coordinator, school staff, instructors, community partners and a diverse student population.

### Conditions:

- Hours vary. Most Flagship instructors give two-three hours a week for approximately a ten week commitment.

### Other Pertinent Information:

- Training will be provided, including some behavior management skills, as well as an orientation of school building.

### Benefits:

- Opportunity to be a positive role model for youth, and to make a difference in their lives.
- Experience in a school setting and non-profit environment.
- Resume builder.
- Letters of recommendation are given upon request.

## Responsibilities

### **Taking Attendance**

Taking attendance is a small task with huge implications. Flagship relies on grant funding. In order to receive and maintain these grants, Flagship must be able to produce accurate attendance data. As a result taking attendance at the beginning of every class is essential.

### **Reporting Accidents**

Reporting all injuries or destruction of property to the Flagship coordinator is mandatory. You will be responsible for aiding the coordinator in filling out an Accident Report Form as the primary witness to the incident. The instructor is always required to report to the coordinator immediately after an accident occurs with a student.

### **Keep Communication Open with Coordinator**

The Flagship coordinator should be utilized as a resource and support person for all of your programs. It is our goal as coordinators to assist you in curriculum development, facilitation skills, problem solving, behavior management and logistical planning. Please feel free to contact us at anytime. We value the time to meet with you and encourage discussion about any concerns.

### **Promptness**

Young people need adults to keep them safe and engaged. By being on time you offer consistency and show your commitment to the students. Due to the ever-changing nature of The Flagship Program, it is absolutely necessary to check in with your coordinator daily before your program starts. This will ensure that you have received all the important information to run a successful activity.

### **Cleaning Up**

The Flagship Program appreciates the tremendous support of our schools. To guarantee this continued support and access to school facilities, we ask you and the students to thoroughly clean up the areas you have used in and around the school. If you ever need access to cleaning supplies, please contact the coordinator. Always leave the room in the same condition you found it. Please do not let the students touch the teacher's property. If you need additional supplies for your program, Flagship can provide those.

### **Tracking Hours**

Flagship's grant funding relies heavily on tracking instruction hours, using the system at your school keep record of your own hours.

### **Modeling Behavior**

Part of The Flagship Program's goal is to normalize positive behavior across the age spectrum. Please recognize your role in young people's lives and consider how your actions affect them.

## Flagship Staff Policies

### Etiquette with Students:

#### Avoid Negative Practices, including:

- Being alone with a student in a room with the door closed.
- Giving students your personal phone number or email without discussing it with the Flagship coordinator.
- Receiving/giving personal gifts from/to a student without approval of the Flagship coordinator.
- Entering into an intimate relationship with a student.
- Raising your voice, threatening or swearing around the students.
- Making promises you cannot keep.
- Taking reluctance or refusal to cooperate personally.
- Forcing a student to do something they don't want to do.
- Ridiculing or making fun of a student.
- Comparing students or picking favorites.
- Telling stories involving drinking, smoking or using drugs.
- Continuing relationships with students outside of Flagship time. This includes meeting with students and/or communicating through Facebook, email, cell phones, etc.
- Administering medicine to students (including vitamins, over the counter pain relievers, etc.)

### Safe Touch:

#### Child has control of the touch, limit touch to avoid confusion.

- **Dos:** shoulder to shoulder or side hugs, handshakes, high fives, get permission before touching
- **Don'ts:** hair, head, piggybacks, sitting on laps, full frontal hugs, tickling, wrestling (immobilizes or compromises the child's movements), contact with the child's private areas, engaging in any other action that could be construed to be sexual (e.g. massage, etc.)

### Substance Use:

- All schools are drug free work places and programs.
- Substance use before or during instructor hours is not permissible.
- No tobacco use in the presence of children.

### Talking to Youth about Drugs and Alcohol:

- **Most students interpret self-disclosure as "you did it and you're fine, so can I."**  
**Avoid discussion of your own use with drugs or alcohol.**
- Ask why the student would want to experiment, talk about consequences. (The earlier students experiment, the more likely they will be addicted as an adult. The brain is not fully developed until a person reaches their early 20s, this leads to impaired decision making and legal trouble.)
- Ask what future goals might be lost if they engage in high risk behaviors (make it clear that you care about them and want them to be safe).
- Call kids out when they glorify the use of alcohol or other drugs.
- Let your coordinator know if you have significant conversations about these topics with kids.

### Dress Code:

- Dress professionally and appropriately. Your dress should fall within the school dress code.
- Inappropriate dress includes: clothing which bears offensive language, displays alcohol, tobacco, or sexually explicit logos, or has inadequate covering (i.e. bare midriff, spaghetti strap tank tops and deep scooped neckline).
- Wear appropriate footwear for activity.
- Shorts and skirts must be worn within the normal extension of an arm to the fingertips.
- Check with your coordinator about hat policy. In some schools, hats are not to be worn in the school building.

#### **Cell Phone Use:**

- Cell phone use is only acceptable during an emergency or specifically for program use to call the Flagship coordinator.
- **Do not give out your personal phone number or email, or allow students to use your cell phone.**

#### **Reportable Information:**

Maintaining confidentiality about a student's life is important to maintain a trusting relationship. HOWEVER, if a student gives information about or there are signs of abuse or neglect, you must immediately report the information to the Flagship coordinator. Report anything you are worried about, even if you are unsure. The following steps will help you better handle the situation.

- Listen attentively to the student.
- Show support, not distress ("I am so glad you told me. That sounds hard for you.").
- Let the student talk freely about the experience.
- Believe the story.
- Reassure the student that he or she is not to blame for the experience.
- Maintain confidentiality – tell no one but the Flagship coordinator.
- Do NOT make promises that you won't tell. You are required by law to report any information to the Flagship coordinator who is in turn required to take action.
- You may need to call Child Protective Services. Your Flagship coordinator will be there to support you if reporting is necessary.
- Fill out a Flagship and MCPS incident report.

#### **In Case of an Injury:**

The Flagship coordinator will have a permission slip for every student involved in the program which has all the information you will need if a student gets injured.

1. Contact your Flagship coordinator immediately if a student is injured. The Flagship coordinator will assist student with ice packs, band aids, etc.
2. If the injury is a life and limb emergency (possible loss of life or limb) call 911 FIRST!
3. If you are off campus and it is a non-life threatening emergency call the Flagship coordinator first.
4. Assist Flagship coordinator in filling out an accident report form for the school district and Flagship.

## Talking to Parents/Guardians

We encourage frequent informal, but professional conversation. When talking to parents, it is important to:

- Only discuss details of the day particular to their student. If you need to refer to other students, do not use their names.
- Begin and end your conversation on a positive note. Parents want to hear good things about their student. If you must make them aware of a behavioral issue, be sure to include the specific problem behavior and consequence.
  - Example: "I enjoy having Sara in Flagship. She has a great sense of humor. Today Sara was having a difficult time paying attention to the directions, and was talking out of turn. When I tried to redirect her, she was disrespectful and kept talking. I gave Sara a warning, and she had to sit out of the activity for five minutes. I know she can be a good listener and great leader, and know she will make positive choices next week."

## Grounds for Termination

To ensure that all students participating in The Flagship Program are safe, there are grounds for termination for all Flagship instructors.

Grounds for termination include:

- A DUI charge
- Relapse of a drug recovery program
- Showing up to Flagship under the influence of alcohol and other drugs
- Violence or history of violence:
  - Assault charges or altercations
  - Domestic violence
  - Corporal punishment towards a child even with a parent's permission
- Sexual harassment or intimidation- includes language and behavior
- Theft
- Vandalism
- Secret keeping with child(ren) or parent(s)
- Violation of school policies
- Insubordination
- Exhibiting behaviors that are not consistent with positive role model expectations (i.e. inappropriate conversations, language, actions).
- Inconsistent attendance

## Closure

***Instructors must end all communication with Flagship students after their program session ends.***

## Building Relationships

Building trusting relationships and establishing rapport are the best ways to help manage behavior. As you get to know your students, they will become more open and willing to cooperate with you and the group.

### **The value of a mentoring relationship:**

- Mentoring relationships can reduce stress in the student's life, and help students create a positive outlook on challenges they may experience.
- Listening, and providing alternative perspectives can present an opportunity for youth to develop a bond while enhancing social skills.

### **According to Rhodes (2006), mentoring relationships can:**

- Enhance social and emotional development
- Improve cognitive functioning
- Promote positive identity development

### **Tips for building relationships:**

- Learn the students' names the first day. This is HUGE for not only building relationships, but for managing behavior. If you don't know the student's name, how can you successfully build a relationship, and get their attention if you need to correct behavior?
- Write little notes next to students' names on the attendance sheet to remember their interests, things that they told you about, important dates or events in their lives.
- If you are bad at names, you can have some tricks to help remember names by asking students to spell their name or asking for their last name and then look for them on the attendance sheet, use name tags (especially for littles), or have assigned seating.
- Have a seven second greeting with students. Instead of just saying, "Hi," continue the engaging conversation with them for seven seconds.
- Play get-to-know-you activities or name games.
- Create trust with a student by showing investment in the program, being on time and present, participating in the activities, and showing genuine enthusiasm.
- Find out what they are passionate about, including their hobbies, friends, family, school subjects, sports, etc.
- Be sensitive to the students' circumstances. Some of the students may have very different lives than you. Listen respectfully without judgment.
- Create an environment in which students feel safe, and allow them to express themselves freely.
- Showing up consistently to lead or assist in Flagship programs.

## Top Ten Behavior Management Tips

1. **Simply praise** – Everyone likes being told what they are doing RIGHT! Four positive statements should be made for each constructive criticism.
2. **Boundaries and expectations** – Have clear boundaries and expectations and stick with it! Students will respect you and the environment that you create.
3. **Consistency** – Be consistent. Routines help students feel in control when they know what is coming next.
4. **Provide choices** – Give limited choices so that they can be involved in decisions without being overwhelmed by too many options. Make sure the choices you provide are ones that you are okay with.
5. **Redirect** – Channel energy to activities that are safe AND fun.
6. **Use positive language** – State what you want the student to do in POSITIVE terms. The human brain cannot understand statements phrased negatively. Example: "Walk!" vs. "Don't run!"
7. **Special jobs** – Give students "special jobs" as a reward or as a way to keep them in line. Students love to be your assistants because they get to spend time with you.
8. **Body language and non-verbal communication** – 90% of communication is nonverbal. So the LOOK on your face, the TONE of your voice, and your BODY language are key components to communicating with your students.
9. **Use students' names** – By using someone's name, it shows you care, as well as makes it easier to address a student if you need to redirect or address behaviors.
10. **Remove the audience** – Pull a student aside to discuss problem behavior.

## Top Ten Student Engagement Tips

1. **Attention-getters** – Use attention-getters before transitioning or delivering instructions. Establish attention-getters by practicing them weekly. (i.e. clapping pattern, call-and-response, lights off/on, if you can hear me clap once, etc.)
2. **Limit down time** – Prevent groups of students from getting bored or chaotic by limiting unstructured time. Have activities planned for them at all times throughout the day.
3. **Think one step ahead** – Work with your co-instructors to plan for what's next. Set up for the next activity, prepare the group for what is coming up, have back-up plans, and make sharp transitions.
4. **Delivery of instructions** – Gain the group's full attention before giving instructions. Specify expected behaviors, be clear and age appropriate. Show examples, write directions on the board and model or demonstrate activities step by step.
5. **Encourage participation** – Encourage kids to participate and try new things. Ensure good participation by breaking into small groups when possible, assigning roles and modeling your own excitement for activities.
6. **Transition activities** – Use activities during transition times like the end of the day, snack, and recess to keep kids engaged. (i.e. I Spy, Simon Says, Chat Packs, Follow the Leader, Head's Up 7 Up, Would You Rather, etc.)
7. **Icebreakers** – Build positive relationships with the kids through icebreakers and name games. This helps create community and helps students learn more about you and one another.
8. **Extension activities** – Have back-up plans and options to extend an activity if kids finish at different times or appear uninterested.
9. **Establish routines** – Discuss, model, and practice what daily tasks should look like. (i.e. arrival procedure, lining up for recess, walking in the hall, bathroom breaks, cleaning up)
10. **Have fun!** – Be enthusiastic and show that you are having fun to make activities enticing. Chances are if you are having fun, the kids are having fun too.

## **Implementing Montana Behavior Initiative into your Program**

Through the Montana Behavior Initiative (MBI), Missoula County Public Schools implements a Positive Behavior Intervention and Supports Program that recognizes positive student behavior and school culture, and is positive, proactive and preventative. The following are ways to be set up for success and be proactive in your behavior management approach.

### **Have clear expectations (rules):**

- Most students will know school expectations. Adapt these expectations to your program.
- Make sure your expectations are stated in the positive (ie. walk, instead of don't run; use appropriate language, instead of don't swear).
- Make sure expectations are clear and that you teach students what these expectations are and what they look like in your specific program. Practice these expectations.
- Remind students of these expectations, particularly during transition.
- Re-teach expectations in different ways throughout the semester, and if the majority of students are not meeting these expectations.

### **Have consistent procedures and routines:**

- Everyone, especially children, and even more so, children who have experienced trauma, NEED consistent, clear routines.
- Make sure students know what the schedule is for the day. Posting this on the white board or a poster is helpful so students are reminded of what is happening next.
- Make sure to review the routines and schedule each day, and remind students of the schedule to help with transitions.

### **Provide sequencing and choices:**

- Teach the activity and how to do the activity rather than just reading or giving directions. Be specific and show examples.
- Make sure to have a plan if students do not understand or need help – how will you re-teach or help them during the activity?
- Have choices for students who do not like the activity, have variations of activities for those students who excel or students who need adaptations.

### **Reward positive behavior:**

- Praise should be specific and about the student, rather than about you. Example: Instead of saying, "Thank you for raising your hand," or, "I love the way you raised your hand," you can say, "Sally, you did a great job raising your hand before speaking."
- It's helpful to have your co-facilitator help track how many positives you give to a student. You should be giving at least 4 positives to every corrective feedback.
- Determine what students may need more positives.
- Talk to your coordinator about what rewards are used at your school or Flagship program and use those to motivate students.

### **Actively supervise your students:**

- Walk around the class or activity, scan the group and move to problem behaviors to make a presence.

## Universal Expectations for Flagship

### Be safe, respectful and responsible

- ✓ Flagship is a prevention program- keep interactions “G” rated
- ✓ Align with school day expectations/MBI
- ✓ Follow Behavior Matrix

### Classroom Management Strategies

#### ✓ Prompt

Pre-Teach/Re-Teach

Teach classroom expectations- give clear, concise expectations for behavior and instruction

- Example: *“In Flagship we keep our hands and bodies to ourselves.”*

#### ✓ Redirect- if students are not following classroom expectations

- Example: *“Freeze. Everyone return to your seat with your folder. Then we’ll start.”*

#### ✓ Use **proximity** while teaching

#### ✓ Praise **positive** behaviors:

Ask group to freeze-give a positive

Example: *“Nice job sitting quietly in circle.”*

Give **four** positives to every **one** negative

#### ✓ Give **choices**:

Give student two choices

Make sure choices are reasonable and that you can follow through on them

- Example: *“You can stand and drink your milk or you can sit at the table and drink your milk.”*

Encourage student to make good choices

## Steps to Take When Misbehavior Occurs

So what happens if you have done all you can to be proactive in managing behavior? The Montana Behavior Initiative addresses misbehavior in a compassionate way, respecting youth, and trying to identify the function of behavior. Follow the below steps if you have student(s) who are misbehaving.

### **If more than 20% of your class is not meeting the expectations, ask yourself:**

- Have I taught students what they need to know?
- Have I modeled the expectations?
- Have we practiced the expectations?
- Have I reinforced expected behaviors?
- Have I pre-corrected the behavior?

### **STEP ONE. Provide general tier one interventions.**

- Simple actions can address an inappropriate behavior without calling attention to the child.
  - Examples: the dramatic pause, silence; the stern, “teacher look”; standing/sitting next to a kid who is acting out
- Providing positive reinforcement to students who are meeting expectations, following directions.
- Model appropriate behavior.
- Other examples include: alternate seating assignments, alternate modes to activity, assign classroom job, give choices, help student start activity, ignore, etc.

### **STEP TWO. Positively restate the expectation, disengage, give them time to comply.**

Example: Student refuses to engage in activity. “Hey, Johnny, we are glad you are here with us. The expectation is that we are all participating. We need you in here because you are such an awesome leader.”

### **STEP THREE. Assume the student has positive intent. Restate and clarify expectations, and pre-load consequences in a more private conversation. Remember to remain calm and unemotional.**

Example: Student is still not participating. “Hey, Johnny, can I borrow you for a second? “Hey man, how can I help you? Are you alright?” (Check in and empathize, have them re-state the expectation.) When I said, “we need you with us,” I meant that your book needs to be put away, and you need to use the equipment we have to participate in the activity that we demonstrated. Now, can you re-state what it is I need you to do? (Have student restate expectation.) I know you can do it! (Encouragement.) If for some reason you choose not to participate, we will have to \_\_\_\_\_ (provide consequence).”

### **STEP FOUR. If the student still does not engage in activity, enforce the consequence and complete an FDR form with YDC.**

#### **Follow through with consequences:**

- It is important to follow through with consequences to hold student accountable, and to keep trust. If you do not follow through on consequences, students will not take you seriously.

#### **Make consequences natural and logical:**

- Allow students to choose one of two natural and logical consequences when responding to misbehavior.

- Example: If a student pushes someone in line – “You can stop pushing, or you can wait at the end of the line until everyone else has gone.” If the student continues to push, you can then say, “I see you chose to continue to push. That means you need to wait at the end of the line.”
- Example: If a student fights/argues during an activity – “You can cooperate with the rules of the game, or you can sit out and come up with a plan to avoid arguing in the future.”

**STEP FIVE.** If the student’s behavior is not fixed, if the behavior is considered a level two or three infraction (see “Flagship Leveled Behavior Matrix” on page 16), or you’ve gotten to step four above, you will need to contact the YDC, and fill out a FDR form.

**STEP SIX:** The YDC will follow next necessary steps to help the student be successful in The Flagship Program. This may include:

- Completing reflection form or asking restorative questions (only after student has de-escalated).
- Contacting parents/guardians.
- Talking to school administration, counselors, CSCT (if in program).
- Figuring out the best consequence for/with student.
- Consulting with school staff re: behavior and how to help student.
- Working with school counselors to figure out the function of behavior and create a behavior plan.

**STEP SEVEN: Repair your relationship with the student.**

- See “Three Step Process: Restorative Dialogue”
- Continue to connect with student and build relationships.
- Continue to work with YDC about student’s needs.
- Provide positive rewards.

### Flagship Behavior Matrix

General Misbehaviors	Verbal Bully Behavior	Non-Verbal Bully Behavior	Physical Bully Behavior
<b>LEVEL ONE – Instructor Handled (Minor)</b>			
*Not following expectations * Offensive language *Littering *Rough housing *Misuse of cell phone *Disengaged, refusal of participation * Leaving before dismissal without parent permission	*Gossiping *Starting/spreading rumors *Teasing about possessions, clothes, looks, etc... *False reporting (in regard to other's behaviors) *Name calling	*Making threatening or insulting gestures/faces *Ignoring or excluding others *Hiding/taking items from others	*Pushing/shoving/poking *In other's space *Blocking other's path
<b>LEVEL ONE - Steps/Action</b>			
<p><b>Use these steps:</b></p> <ul style="list-style-type: none"> <li>✓ Prompt</li> <li>✓ Redirect</li> <li>✓ Proximity</li> <li>✓ Positive</li> </ul> <p>If the # of minors reaches 3 per day, per student, let the YDC know. Student is given a verbal warning. A Reflection Form to reteach the expected behavior is filled out with the student and YDC and a Flagship Discipline Referral (FDR) form is completed. Parent/guardian is notified.</p>			

<b>LEVEL TWO – YDC Intervenes &amp; FDR completed (Minor)</b>			
<ul style="list-style-type: none"> <li>*Defiance/noncompliance</li> <li>*Lying</li> <li>*Possessing matches/lighters</li> <li>*Misuse/throwing of food/drink</li> <li>*Minor vandalism</li> <li>*Disrespectful/abusive language, gestures</li> <li>*Physical aggression</li> <li>*Misuse of computer/internet</li> <li><b>* Chronic (3x) Level 1 Behaviors</b></li> </ul>	<ul style="list-style-type: none"> <li>*On-going harassment</li> <li>*Insults based on discrimination</li> <li>*Fighting words, threats or intimidation</li> <li><b>*Chronic (3x) Level 1 Behaviors</b></li> </ul>	<ul style="list-style-type: none"> <li>*Defacing other's property</li> <li>*Playing tricks to embarrass others</li> <li>*Stealing from others</li> <li>*Cyber bullying</li> <li>*Inciting/provoking others (by-stander)</li> <li><b>*Chronic (3x) Level 1 Behaviors</b></li> </ul>	<ul style="list-style-type: none"> <li>*Attempting to start fights</li> <li>*Posturing</li> <li>*Tripping/kicking/pinching</li> <li><b>*Chronic (3x) Level 1 Behaviors</b></li> </ul>
<b>LEVEL TWO - Steps/Action</b>			
<p>Get YDC and explain situation. YDC will complete a Reflection Form with the student to reteach the expected behavior and a Flagship Discipline Referral (FDR) form is completed. Parent/guardian is notified.</p> <p>YDC will determine the intervention based on the situation using the FDR form. If student behavior continues YDC will complete another FDR and youth may be removed from Flagship for the semester.</p>			
<b>LEVEL THREE – YDC Intervenes &amp; FDR completed (Major)</b>			
<ul style="list-style-type: none"> <li>*Aggressive defiance-verbal, physical</li> <li>*Theft</li> <li>*Alcohol; drugs; copycat</li> <li>drugs; tobacco/nicotine</li> <li>*Arson</li> <li>*Assault; mutual fighting</li> <li>*Explosive devices</li> <li>*Pornography</li> <li>*Weapons</li> </ul>	<ul style="list-style-type: none"> <li>*Prolonged harassment</li> <li>*Encouraging total group exclusion of someone by threatening others if they don't comply</li> <li>*Sexual harassment</li> <li>*Making repeated or graphic threats</li> <li>*Retaliation/retribution</li> <li><b>*Chronic (3x) Level 2 Behaviors</b></li> </ul>	<ul style="list-style-type: none"> <li>*Threatening physical harm</li> <li>*Destroying other's property</li> <li>*Arranging public humiliation</li> <li>*Writing graffiti with a bias against someone</li> <li>*Making repeated or graphic threats to others</li> <li><b>*Chronic (3x)</b></li> </ul>	<ul style="list-style-type: none"> <li>* Purposeful scratching/headlocks/biting/spitting</li> <li>*Practicing extortion</li> <li>*Physical cruelty</li> <li>*Repeated acts of violence</li> <li>*Assault with a weapon</li> <li>*Major physical assault</li> <li>*Retaliation/retribution</li> <li><b>*Chronic (3x)</b></li> </ul>

*False reporting *Running away/leaving school grounds *Chronic (3x) <b>Level 2 Behaviors</b>		<b>Level 2 Behaviors</b>	<b>Level 2 Behaviors</b>
<b>LEVEL THREE - Steps/Action</b>			
<p>Get YDC and explain situation. YDC will complete a Reflection Form and Flagship Discipline Referral (FDR) form with student. Parent/guardian is notified. School is notified.</p> <p>Student is removed from Flagship for the semester.</p>			



## Flagship Reflection Form

To be completed by YDC

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Flagship Activity: \_\_\_\_\_ Instructor: \_\_\_\_\_

1. What happened?
  
  
  
  
  
  
  
  
  
  
2. What could you have done differently to get what you wanted?
  
  
  
  
  
  
  
  
  
  
3. Who has been affected by what you've done? What do you think you need to do to make things right?
  
  
  
  
  
  
  
  
  
  
4. What will you do to be successful when you rejoin your Flagship activity?
  
  
  
  
  
  
  
  
  
  
5. What can we do to help you be successful?

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Student Signature

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Flagship YDC Signature



## K-3 Flagship Reflection Form

To be completed by YDC

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Flagship Activity: \_\_\_\_\_ Instructor: \_\_\_\_\_

### WHAT HAPPENED?

### WHAT WERE YOU FEELING?

					
Sad	Frustrated	Excited	Worried	Angry	

### HOW DID YOUR BEHAVIOR MAKE OTHER PEOPLE FEEL?

Happy	Confused	Scared	Worried
Sad	Angry	Unsafe	Frustrated

### WHAT DO YOU NEED TO DO TO SOLVE THE PROBLEM?

Apologize	Clean Up	Complete Work	Other
Make a Plan	Problem Solve	Do Something Nice	

HOW CAN I HELP YOU WHEN YOU ARE FEELING \_\_\_\_\_?

NEXT TIME YOU WILL...

\_\_\_\_\_  
Flagship YDC Signature

## Flagship Discipline Referral Form (FDR)

To be completed by YDC

Name: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Referred by: \_\_\_\_\_

Others involved: \_\_\_\_\_

Type of infraction: ☐ Level 1 ☐ Level 2 ☐ Level 3

### Possible motivation:

- ☐ Obtain peer attention ☐ Obtain adult attention  
☐ Obtain items/activities ☐ Avoid tasks/activities  
☐ Avoid peers ☐ Avoid adults  
☐ Other: \_\_\_\_\_

### Problem behavior:

Parent/Guardian must be contacted for any major or repeated minor for same problem behavior

- |   |   |
|---|---|
| <input type="checkbox"/> Defiance-minor             | <input type="checkbox"/> Property misuse-minor                  |
| <input type="checkbox"/> Disruption-minor           | <input type="checkbox"/> Inappropriate language-minor           |
| <input type="checkbox"/> Disrespect-minor           | <input type="checkbox"/> Physical contact/aggression-minor      |
| <input type="checkbox"/> Technology violation-minor | <input type="checkbox"/> Abusive/threatening language-major     |
| <input type="checkbox"/> Bullying-major             | <input type="checkbox"/> Disruption-major                       |
| <input type="checkbox"/> Disrespect-major           | <input type="checkbox"/> Defiance/insubordination-major         |
| <input type="checkbox"/> Physical aggression-major  | <input type="checkbox"/> Technology violation-major             |
| <input type="checkbox"/> Theft-major                | <input type="checkbox"/> Harassment-major                       |
| <input type="checkbox"/> Fighting-major             | <input type="checkbox"/> Use/possession of drugs/alcohol -major |
| <input type="checkbox"/> Vandalism-major            | <input type="checkbox"/> Use/possession of combustibles –major  |

**Detailed description of behavior:**

**Prior to this event, the following interventions have been implemented:**

- |  |  |
|--|--|
| <input type="checkbox"/> Prompt                | <input type="checkbox"/> Provide choices           |
| <input type="checkbox"/> Re-direct             | <input type="checkbox"/> Conference                |
| <input type="checkbox"/> Re-teach              | <input type="checkbox"/> Behavior contract         |
| <input type="checkbox"/> Re-state expectations | <input type="checkbox"/> Verbal correction/warning |
| <input type="checkbox"/> Parent notification   | <input type="checkbox"/> Positive reinforcement    |
| <input type="checkbox"/> Removal of activity   | <input type="checkbox"/> None                      |
| <input type="checkbox"/> Other: _____          |  |

**Intervention made:**

- |   |  |
|---|--|
| <input type="checkbox"/> Documentation only                               | <input type="checkbox"/> Contact parents       |
| <input type="checkbox"/> Student/YDC conference                           | <input type="checkbox"/> Removal from activity |
| <input type="checkbox"/> Referral to school admin.                        | <input type="checkbox"/> Behavior contract     |
| <input type="checkbox"/> Logical consequence: _____                       |  |
| <input type="checkbox"/> Removal from Flagship for _____ (period of time) |  |
| <input type="checkbox"/> Other: _____                                     |  |

**Parent/Guardian is notified:**

Date \_\_\_\_\_ Time \_\_\_\_\_  
Contacted by \_\_\_\_\_



## **Missoula Forum for Children and Youth Protective Factors and Developmental Assets**



### **Healthy beliefs**

caring, equality and social justice, integrity, honesty, responsibility, restraint

### **Clear standards**

family boundaries, school boundaries, adult role models, positive peer influence,  
high expectations

### **Bonding (attachment and commitment)**

family support, positive family communication, other adult relationships, caring  
neighborhood, parent involvement in schooling, religious community, achievement  
motivation, school engagement, bonding to school

### **Skills**

planning and decision making, interpersonal competence, cultural competence,  
resistance skills, peaceful conflict resolution

### **Opportunities**

youth as resources, service to others, creative activities, youth programs, time at  
home, homework, reading for pleasure, safety

### **Recognition**

community values youth, caring school climate

### **Individual Characteristics**

personal power, self esteem, sense of purpose, positive view of personal future



## **Risk Factors**



### **Community Domain**

Availability of alcohol and other drugs  
Availability of firearms  
Community laws and norms favorable toward drug use, firearms, and crime  
Media portrayals of violence  
Transitions and mobility  
Low neighborhood attachment and community disorganization  
Extreme economic deprivation

### **Family Domain**

Family history of the problem behavior  
Family management problems  
Family conflict  
Favorable parental attitudes and involvement in the problem behavior

### **School Domain**

Academic failure beginning in late elementary school  
Lack of commitment to school

### **Peer/Individual Domain**

Early and persistent antisocial behavior  
Rebelliousness  
Friends who engage in the problem behavior  
Gang involvement  
Favorable attitudes toward the problem behavior  
Early initiation of the problem behavior  
Constitutional factors (e.g. genetic propensity toward addiction, birth order, etc.)

## Characteristics of 5-8 year olds

### Physical

- ✓ Are mastering physical skills.
- ✓ Have better control of large muscles than small muscles.
- ✓ Slow, steady growth.

### Social

- ✓ Are learning how to be friends and may have several "best friends" at a time.
- ✓ Opinions of peers are becoming more important. Often care more about being successful in front of peers than parents.
- ✓ Are beginning to better observe other people.
- ✓ Are beginning to experience empathy for others, but still learning about and wrapped in self.
- ✓ Are family-oriented.
- ✓ Dependence on another adult besides parent becomes a new experience.

### Emotional

- ✓ See fairness as "the golden rule." Cooperative games are especially enjoyable. Competition with others is inappropriate.
- ✓ Seek parental or adult approval but are becoming emotionally steadier and freer from parents.
- ✓ Tend to behave in ways to avoid punishment.
- ✓ Like to play games. Rules and rituals become paramount, but not yet ready to accept losing.

### Intellectual

- ✓ Generalize from their own experiences. Very concrete at this age-like to see it, hear it, taste it, feel it, smell it.
- ✓ Base their thinking in reality and accuracy.
- ✓ Are learning to sort things into categories and series.
- ✓ Are beginning to develop a sense of cause-effect.
- ✓ Handle well only one mental operation at a time.
- ✓ Can distinguish between reality and fantasy-but still afraid of scary figures.
- ✓ Enjoy activities that are real and tangible.

## Characteristics of 9-12 year olds

### Physical

- ✓ Experience steady increases in large muscle development, strength, balance and coordination. Growth is slow for most children of this age range.
- ✓ Are quite active with boundless energy. Activities should encourage physical involvement.
- ✓ Are maturing at differing rates between the sexes.
- ✓ Are increasing in manual dexterity; small muscle coordination.

### Social

- ✓ Generally see adults as authority and follow rules out of respect for adults.
- ✓ Believe punishment should be a direct consequence of misbehavior.
- ✓ Want to know how they have improved and what they should do to be better next time. Don't like comparisons with others.
- ✓ Feel loyal to group, club, gang. Enjoy code language and passwords.
- ✓ Identify with same-sex group. May prefer to be with members of the same sex.
- ✓ Prefer working in groups in cooperative activities.
- ✓ Expand and use reasoning skill to solve problems, negotiate and compromise with peers.
- ✓ Individual evaluation by an adult is preferable to group competition when only one can be the best.

### Emotional

- ✓ View right behavior as "obeying rules set by those in authority."
- ✓ Accept parent/family beliefs.
- ✓ Admire and imitate older boys and girls. Success should be emphasized; failures minimized.
- ✓ Are developing decision-making and leadership skills.
- ✓ Are making some movement toward taking responsibility for own actions.
- ✓ Emphasize the similarities between self and friends.
- ✓ Are beginning to question parental authority.
- ✓ Look to adults for guidance and approval.
- ✓ Find comparisons with the success of others difficult and eroding of self-confidence. Still don't handle competition well.
- ✓ Strong need to feel accepted and worthwhile.

### Intellectual

- ✓ Vary greatly in academic abilities, interest and reasoning skills.
- ✓ Concrete thinkers-like to see, feel, smell, hear or taste.
- ✓ Have increased attention span, but have many interests which change rapidly.
- ✓ Are beginning to think logically and symbolically. Still prefer concrete ideas.
- ✓ Are learning to use good judgment.
- ✓ Judge ideas in absolutes-right/wrong; great/gross; fun/boring.
- ✓ Want to use their skills to explore and investigate the world.
- ✓ Have interest in collections and hobbies.
- ✓ May express feelings through creative writing. Like to share thoughts and reactions.

## Characteristics of 14-18 year olds

### Physical

- ✓ Puberty is completed.
- ✓ Physical growth slows for girls, continues for boys.

### Social and Emotional

- ✓ Intense self-involvement, changing between high expectations and poor self-concept.
- ✓ Continued adjustment to changing body, worries about being normal.
- ✓ Tendency to distance selves from parents, continued drive for independence.
- ✓ Driven to make friends and greater reliance on them, popularity can be an important issue.
- ✓ Feelings of love and passion.

### Intellectual

- ✓ Continued growth of capacity for abstract thought.
- ✓ Greater capacity for setting goals.
- ✓ Interest in moral reasoning.
- ✓ Thinking about the meaning of life.
- ✓ Most boys and girls enter adolescence still perceiving the world around them in concrete terms: Things are right or wrong, awesome or awful. They rarely set their sights beyond the present, which explains younger teens' inability to consider the long-term consequences of their actions.
- ✓ By late adolescence, many youngsters have come to appreciate subtleties of situations and ideas, and to project into the future. Their capacity to solve complex problems and to sense what others are thinking has sharpened considerably. But because they are still relatively inexperienced in life, even older teens apply these newfound skills erratically and therefore may act without thinking.