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NEEDS ASSESSMENT ON DISCIPLINE POLICY IMPLEMENTATION BY STAFF AT THE AFTER-SCHOOL CLUB PROGRAM

A Chapter Style Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Education Specialist

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NEEDS ASSESSMENT ON DISCIPLINE POLICY IMPLEMENTATION

BY STAFF AT THE AFTER-SCHOOL CLUB PROGRAM

By Claire Knoll

We recommend acceptance of this thesis in partial fulfillment of the candidate's requirements for the degree of Education Specialist (EdS).

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ABSTRACT

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This study examined if there is a need for change in the training or implementation of the After-School Club (ASC) summer program's discipline policy by staff members, and to assess parent satisfaction with the ASC program. The staff members, program coordinator, students (grades K-5), and parents were participants in this study. Staff members received written materials and verbal training from the program coordinator prior to the start of the summer session. Measurement of staff self-efficacy beliefs concerning management of children's behavior, implementation of effective management procedures, level of compliance with the behavior policy (i.e., observed on-task/off-task behavior), understanding of the ASC behavior policy, and reported responses to common situations was collected. Measurement of the program coordinator's understanding of the ASC behavior policy and reported staff responses to common situations was also collected. Additionally, measurement of student understanding of the ASC behavior policy, reported staff responses to common situations, and student engagement was collected. Lastly, measurement of parent satisfaction with the ASC program's discipline policy was collected. Results indicated that there is a need for change in the implementation of the discipline policy by staff. This could be achieved through additional staff training and targeted recruiting for staff members. Results also indicated that overall parents are very satisfied with the ASC program; however these findings were limited due to minimal parent response. Overall, this study provides a comprehensive look at discipline policy implementation by staff and makes recommendations to improve current practices.

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CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

Introduction

Purpose and Rationale of Study

The main purposes of this needs assessment was to determine if there is a need for change in the disciplinary procedure implementation in the summer After-School Club (ASC) program provided by a district in the Midwest, as well as assess parent satisfaction with the ASC summer program. Administration, teacher, student, and parent perceptions of current policies and practice were used to make this determination. While the current needs assessment will be program specific, the methods utilized could be applied to other after-school programs.

The needs assessment was conducted due to observed inconsistencies in staff discipline by the author and lead administrator. The assessment was completed to determine administration, teacher, and student perceptions of staff adherence to policies and current parent satisfaction with the ASC summer program discipline policies.

The data were collected by the author who worked at the ASC summer program for four years. The author was therefore familiar with the program coordinator, returning staff, students, and their parents. The author was also familiar with the ASC program's behavior policy, behavior management techniques, and child development; as she was trained in the use of Love and Logic techniques and completed child development courses during her undergraduate career.

The literature reviewed in this chapter covers the importance of after-school care programs, research on the quality of after-school care programs, research on youth developmental outcomes associated with after-school care programs, self-efficacy and teachers, qualification and training of after-school care staff and general education teachers, and unique behavior management challenges in after-school care programs. The final portion of the literature review examines the importance of understanding how a needs assessment is conducted, as well as how it could be utilized to identify areas of need and later improve the quality of after-school care programs in the area of discipline.

Review of Literature

Childcare staff must constantly be alert, anticipate trouble, handle disruptive children, and provide firm, but fair discipline (U.S. Bureau of Labor Statistics, 2010a). Discipline is a major factor in teacher burnout and staff turnover in daycare facilities as it often negatively impacts the staff's ability to feel in control, particularly when disciplinary issues repeat themselves. When staff does not receive clear direction or support from administration regarding behavioral issues, stress is compounded. Over time, staff may develop a feeling of helplessness and experience job burnout (McMullen & Krantz, 1988). Staff members experiencing a lack of control and burnout are less likely to provide high-quality care to the children in their care (Whitebook, Howes, Darrah, & Friedman, 1980). Monitoring compliance with management techniques by staff is an important step in program quality evaluation. Program quality should be kept under evaluation, because they have become increasingly important to both parents and school districts.

Importance of After-School Care Programs

The availability of after-school care programs has become increasingly important in recent years. Many school districts provide childcare options for parents (Vandell & Shumow, 1999) to increase academic support for at-risk students (Lauer et al., 2006) and to encourage growth in student social-emotional and behavioral development (Vandell et al., 2005). The No Child Left Behind Act (NCLB) (2001) provided school districts with the option of allocating federal funds towards programs that provided additional academic assistance for at-risk students. NCLB provided this financial option, because additional assistance by qualified school personnel has been found to decrease the drop out rate for at-risk students (NCLB, 2001). This financial incentive has encouraged the growth of after-school programs.

Over 80 percent of parents utilized early childcare programs for their infants and toddlers prior to enrolling them in school (NICHD, 2006a). Due to the large number of children placed in childcare settings, the National Institute of Child Health and Human Development (NICHD) (2006b) conducted a study on early childhood care to determine how various early childhood care settings affected the development of children. This study measured children's cognitive, emotional, and language development, as well as their social behavior, relationships with their mothers, and physical health and growth (NICHD, 2006b). The study found that on average, children in daycares below the age of 4.5 years spend 27 hours a week in a non-maternal childcare setting. Children were also more likely to participate in a childcare setting as they increased in age (NICHD, 2006b).

Once a child begins school, additional care options are presented in the form of after-school care programs and extracurricular activities. An increasing number of

parents are relying on after-school care programs to provide supervision for their children. In 2003, a nationwide survey demonstrated that 6.5 million children participated in after-school care programs, while an additional 15.3 million parents said they would utilize such programs if they were available (Afterschool Alliance, 2003). It is estimated that 15.1 million children are currently unsupervised after school, primarily due to the fact that workday hours for parents often continue after normal school hours (Afterschool Alliance, 2009; Vandell & Shumow, 1999). As of 2000, the U.S. Bureau of Labor Statistics reported that 79% of mothers with school-aged children, children aged 6 to 17 years, were in the labor force (2010c). This results in a large percentage of children who require several hours of care after-school. In 1999, 75% of employed mothers, who had children 5 to 14 years old, worked two to four hours past the end of the school day (Vandell & Shumow, 1999). Additionally, parents require childcare on weekdays that school is cancelled, such as days for teacher in-services, early dismissals, holidays, snow days, and vacations (Schienebeck, 2010). After-school care programs have helped to fill that void.

Research on After-School School Care Programs: Assessing Quality

The federal government has invested a significant amount of funding beyond NCLB into after-school programs. In fact, this investment is at an all-time high. Funding sources such as the Child Care and Development Fund, Temporary Assistance for Needy Families Funds, Workforce Development Funds, and other sources, such as the 21st Century Community Learning Centers grants, provide finances for the development and application of these programs (Little, 2007).

Because of these investments, as well as the high percentage of students participating in after-school care programs, the effectiveness of these programs must be assessed. Unfortunately, assessment of the quality and effectiveness of after-school care programs can be difficult. This is due to the variance within program focus adopted by each program (Lauer et al., 2006). While there is currently no standard assessment tool, several researchers have looked at factors that are associated with high program quality care programs and youth development. Identifying these factors will assist in the future creation of assessment tools that can be generalized across programs.

Eccles and Gootman (2002) outlined eight categories of quality after-school programs that facilitate youth development that overlap with the 12 categories identified by the Harvard Family Research Project (2005). The eight quality after school categories include (a) physical and psychological safety; (b) appropriate structure; (c) opportunities for meaningful youth involvement; (d) positive social norms; (e) a learning-orientation with skill-building activities; (f) balance of autonomy and structure; (g) and connections with school, home, and community (Eccles & Gootman, 2002; Little, 2007). Descriptions of these categories are presented in Table 1 (Schienebeck, 2010, p.12).

Table 1. Indicators of High-Quality Care

Categories of Quality Indicators	Description
(1) Physical and psychological safety	Safe, health-promoting facilities; practices that increase safe peer interactions and decrease unsafe, confrontational interactions.
(2) Appropriate structure	Clear, consistent rules and expectations; firm control; continuity and predictability; clear boundaries; age-appropriate monitoring.
(3) Supportive relationships	Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness.
(4) Opportunities to belong	Inclusion of all children and acceptance of diversity; opportunities for socio-cultural identify formation; support for cultural competence
(5) Positive social norms	Rules of behavior, expectations, injunctions, values and morals, obligations for service.
(6) Support for efficacy and mattering	Youth-based empowerment practices that support autonomy; enabling, granting responsibility, and giving meaningful challenge; practices that focus on improvement rather than relative performance.
(7) Opportunities for skill building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills.
(8) Integration of family, school, community	Concordance, coordination, and synergy among family, school, and community.

Note. Adapted from Eccles, J., & Gootman, J.A. (Eds.). (2002). *Programs to promote youth development* (pp. 9-10). Washington DC: National Academy Press.

The Harvard Family Research Project (2005) identified 12 categories similar to the categories just described, which explain conditions of quality for after-school care programs. The 12 categories include

- assessment, evaluation, and accountability;
- equity and diversity;
- family, school, and community linkages;
- fiscal management and sustainability;
- organizational capacity;
- physical space and the environment;
- program administration and management;
- program planning, activities, and structure;

- relationships;
- safety, health, and nutrition;
- staffing and supervision;
- and utilizing a youth development approach (Little, 2007).

Similar categories were also identified through the Wisconsin Child Care Research Partnership and NICHD Early Child Care Research (Edie, Adams, Riley, & Roach, 2005; NICHD, 1999; Schienebeck, 2010). In addition to the categories previously identified, factors such as child-staff ratio, levels of training and education received by the staff members, and age of the child (i.e., classes for older children were more likely to meet standards) were found to positively impact program quality (NICHD, 1999). Center licensure, compliance with regulatory standards, teacher and director qualifications, learning environment and curriculum, as well as professional practices were also required for quality care (Eddie et al., 2005).

Because there have been many studies that identify various qualitative factors that could influence after-school program effectiveness, a meta-analysis of the studies was completed by Lauer et al. (2006) to bring the research together. Through this analysis, the authors identified several characteristics common across high quality programs. Specifically, characteristics of grade level, program focus, program duration, and student grouping can have a positive impact on student math and reading achievement. The average effect sizes for both math and reading achievement was found using two models: a fixed-effect model and a random-effects model. For math achievement, the fixed-effect model produced an effect size of .09 and the random-effects model produced an effect size of .17. For reading achievement, the use of a fixed-effect model produced an effect size of .05, while the use of a random-effects model produced an effect size of .13 (Lauer, et al., 2006). While typically an effect size of .20 is described as small, effect sizes of .10

to .20 may be typical for remedial programs (Lipsey & Wilson, 1993). After-school programs fall into this category because they are supplemental to the regular school day. While this indicates that at-risk students are not likely to close the achievement gap, they demonstrated more improved learning outcomes than at-risk students who do not participate in similar programs (Lauer et al., 2006).

Research on After-School Care Programs: Youth Developmental Outcomes

The primary purpose of NCLB's support of after-school care programs is to provide early intervention for at-risk students who need extra academic help not otherwise available during the school day (Schienebeck, 2010). Students may also gain additional benefits such as social skills, group belonging, and adult support. The quality of care students receive from the after-school care setting influences the experiences students have, as well as the benefits they receive from attending the program (Schienebeck, 2010). While measuring the quality of after-school care programs can be difficult, certain developmental benefits have been associated with high-quality programs.

Little (2007) compiled research that identified student outcomes affected by the quality of after-school programs. These areas impacting student outcomes are feelings and attitudes, behavioral adjustment, academic and school performance, misconduct, task persistence, work habits, peer relations, and long-term developmental trajectory (Little, 2007). High-quality programs have the capability of targeting areas of need for at-risk students, as well as students that may just need a little extra assistance. Programs that can positively influence student need areas will benefit children and help positively shape their futures.

A longitudinal study conducted by Vandell et al. (2006) considered the different experiences students had in after-school care settings. To evaluate the experiences provided by each program, the researchers utilized the quality rating scale established by Eccles and Gootman (2002). The various program types were identified and grouped into two categories: high-quality after-school care programs and other after-school activities or care settings (Vandell et al., 2006). The research demonstrated that children who attended high-quality after-school care programs displayed better academic skills than the other program student participants. Academic skills were measured through study skills, grades, work habits, and general persistence on academic tasks. Behavioral and social-emotional developmental outcomes were positively associated with children participating in high-quality programs. Additionally, children attending high-quality programs demonstrated more social skills and pro-social behaviors with peers, decreased aggressive peer interaction, and less social misconduct (Vandell et al., 2006; Schienebeck, 2010).

Cooper, Valentine, Nye, and Lindsay (1999) conducted a study that looked at the relationship between academic achievement and five different after-school activities. Their study focused on students in grades 6 to 12, from rural, suburban, and urban school districts. An important finding was that after gender, grade level, ethnicity, free-lunch eligibility, and level of adult supervision after school were controlled, participation in after-school activities were still found to contribute to the prediction of academic achievement (Cooper et al., 1999). After-school activities that impacted achievement included working on and completing homework, working in a structured group, and

participating in extracurricular activities such as sport teams and clubs (Cooper et al., 1999; Miller, 2003).

Cooper et al. (1999) noted that participation in a structured group allowed students to identify with that group, which positively influenced school performance (Cooper et al., 1999). In order to receive this benefit, students had to attend the structured group regularly. Regular attendance of high-quality programs has also been found to promote positive developmental outcomes for youth. For regular attendance to occur, programs need to be engaging to encourage youth to attend (Little, 2007).

In summary, there are many developmental benefits for youth participating in high-quality after-school care programs or other structured activities. Many researchers have found benefits in areas such as academic performance, task persistence, peer relations, and social skills (Little, 2007; Vandell et al, 2006). Unfortunately, while there is emerging research on the various quality indicators for childcare, there is currently no standard assessment to evaluate program effectiveness. One indicator of program quality common to many researchers is staff quality (Little, 2007; NICHD, 1999; Eddie et al., 2005). The quality of staff may impact many other quality indicators, including disciplinary techniques. One way staff quality can be assessed is through their ability to act appropriately, which is influenced by their personal beliefs in their abilities to handle academic, social, and behavioral situations

Self-Efficacy and Teachers

Internal processes such as expectations, beliefs, and feelings influence overt behaviors (Jackson, 2002). According to this relationship, a teacher's belief in their ability to manage unwanted behaviors has an impact on actual behavior management

techniques. Teachers and school staff, including after-school care staff, that utilize effective discipline techniques will be more successful in decreasing behavior challenges and, as a result, believe in their own skills and expect positive results (Jackson, 2002). To improve internal beliefs related to self-efficacy, Bandura (1997) suggests (a) performance accomplishments, (b) vicarious experiences, (c) verbal persuasion, and (d) emotional arousal. If self-efficacy is low in teachers or after-school care staff, exposing these individuals to actual situations, additional verbal training, explanations of past experiences held by others, and reviewing past experiences they had could be beneficial (Bandura, 1997). Improving disciplinary self-efficacy could follow a similar format. For example, administration or experienced staff could work through disciplinary situations with individual staff members to help them gain success through experience. Additionally, time could be spent on discipline policies and examples of the policy's use from both the administration and general staff's point of view.

After-School Care Staff and General Education Teachers: Qualification and Training

General education teachers and high-quality after-school care staff have many common characteristics. Both have similar roles, responsibilities, and a focus of providing a positive learning environment for students. Positive learning environments are created through forming supportive student-teacher relationships, utilizing effective behavior management, and designing a learning environment that allows for autonomy, teacher flexibility, student choice, and a variety of engaging activities (Schienebeck, 2010). Many of these factors are similar to the indicators of high-quality after-school care programs that were previously discussed. In addition to academic growth, this type of

environment supports youth development of social, emotional, and behavioral knowledge (Schienebeck, 2010).

While there are many similarities between high-quality after-school care providers and general education teachers, significant differences emerge as well. Training is a primary difference between these two groups. While individual states have their own standards for training, most general education teacher positions require at least a bachelor's degree, completion of a certified teaching program, supervised practice teaching, and hold a current license (U.S. Bureau of Labor Statistics, 2010b). These requirements allow for training in various teaching techniques, as well as behavior management.

Similar to general education teachers, individual states have their own specific standards for training; however, the requirements for childcare workers are less rigid. In most states, childcare teachers must be at least 18 years and have a high school diploma (U.S. Bureau of Labor Statistics, 2010a). A college degree may also be required; however, this degree does not have to be related to childcare or education. Childcare teachers who have college degrees in other areas, or no college degree at all, may not have the appropriate training to encourage academic skill building and behavioral management. Childcare workers and teaching assistants, such as those in after-school care programs, will often be employed with even fewer training requirements than childcare teachers. Often, all they need to possess is their high school diploma, but even that is not always a requirement (U.S. Bureau of Labor Statistics, 2010a). After-school care programs can employ high school students or provide them with volunteer options. In 2008, the U.S. Bureau of Labor Statistics reported that approximately 44% of childcare

employees had high school degrees or less, which illustrated the actual academic background of many childcare providers.

The differences between training requirements can produce a significant impact on the quality of care in an after-school care program compared to a school setting. NCLB supports high-quality programs that have an academic focus. While not all after-school care programs have an academic focus, those receiving federal funding must have an academic component to their program (NCLB, 2001). For students to benefit academically from an after-school care program, they would need to work with qualified staff, who are able to understand and teach academic material and child development. Care providers would also have to be able to deal with any behavioral issues that would prevent academic growth, such as student defiance, lack of motivation, and aggressive behavior. It stands to reason that high-quality after-school care programs would have higher standards for staff qualifications than low-quality programs. In addition to entry qualifications of staff, high-quality programs could also require staff members to participate in training sessions. Training sessions may include first-aid/CPR (U.S. Bureau of Labor Statistics, 2010a), techniques to assist the staff in building positive relationships with the students, and an overview of program policies, including behavior management policies, the chain of command when issues arise, and expectations of daily job duties (Eccles & Gootman, 2002; Little, 2007).

In summary, after-school care staff and general education teachers have similar program goals of encouraging the academic growth and personal development of their students. They each do this by providing students with a positive learning environment, building student-teacher relationships, and effectively managing behavioral challenges to

promote the quality of care provided in each setting. Unfortunately, despite the common focus, skills and training differences often produce different outcomes. To compensate for the minimal state requirements, high-quality after-school care programs offer a variety supplemental training. This supplemental training should include behavior management techniques to prevent and handle behavioral issues that might arise (Eccles & Gootman, 2002). Even staff familiar with school policies should be briefed in this area, as there are several unique features to after-school programs that could initiate behavior not typically seen during the school day.

Unique Behavior Management Challenges in After-School Care Programs

Both general education teachers and after-school staff must deal with behavior management issues. The structure of after-school care programs allow for unique challenges to exist that the typical school day does not encounter. Program administrators need to be aware of these challenges in order to compensate for them through supplemental training and supervision. Typical school days follow a regular schedule, allowing for consistency with rules, disciplinary procedures, and expectations. Routine schedules also allow for student-teacher and student-student relationships to develop. Additionally, students are generally with peers of a similar chronological and developmental age and study under the same teacher, or set of teachers, throughout an entire school year (Schienebeck, 2010).

While some after-school care programs have a regular schedule for the afternoon, that schedule is typically not as rigid as the school day. Activities could rotate among homework help, snack, free play, and structured activities. Even if specific times are assigned, there is typically more freedom and flexibility. This can be a benefit in that

staff could provide extra time to benefit the students, such as extended tutoring. Unfortunately, this flexibility could also be a hindrance to child development if staff abuse that flexibility, such as allowing for extra free play when students would benefit from extra academic help. Properly trained staff should be aware of individual student needs and provide for those needs accordingly.

Low-quality staff training could also hinder the effectiveness of the behavior management approaches they use. Staff may or may not have backgrounds in childcare or behavior modification. They also do not typically have the benefit of support from pupil service professional, such as school psychologists, guidance counselors, and outside consultants, resources general education teachers typically consult when difficult situations present themselves.

Staff turnover presents another quality care delivery issue. One primary factor that contributes student success in after-school programs is developing positive student-staff relationships. In order to develop such relationships, staff members need to be around the students regularly, show interest in them as individuals, and connect with them on a personal level (Fay, 2005). As after-school care programs only run for a few hours every day, it may be difficult to form meaningful student-staff relationships. Weak relationships are more likely to occur if students do not attend regularly or if staffing varies due to inconsistent scheduling or frequent new staff members. Spedding (1994) reported that approximately one-third of staff members hold second jobs. The turnover rate for staff in these positions is high, as approximately 60 % of staff leave within the first year (Spedding, 1994).

While general education teachers typically plan for a set number of students, typically around 20-30 children, after-school care staff plan for upwards of 18 children per staff member, a ratio recommended by the Department of Children and Families (2009). While 18 students per adult may appear comparable to a regular classroom size, the dynamics within student to staff ratios change drastically as multiple groups combine in common areas such as gymnasiums. These larger student numbers can also contribute to a decrease in student-staff relationships and increase in student behavior problems. Consistency in student attendance of after-school care programs can vary daily making pre-planning difficult (Schienebeck, 2010). Quite often these groups utilize open areas, such as school gyms, due to their size. This increases behavioral issues as compared to self-contained, structured classrooms that minimize issues of wandering to another group, running away, and distraction.

In summary, the structure of after-school programs can result in behavior management issues that differ from the general education setting. One of the primary differences between the two settings is staff training. Employing a staff member that is not trained in proper behavior management techniques can drastically decrease the quality of an after-school care program. Inconsistency with staff due to attendance, staff scheduling, and high turnover employee rate can create an environment where students have trouble connecting with staff, resulting in discipline problems. Additionally, increased numbers of students in large spaces combined with staff training deficits initiate behavioral issues. These issues can then be aggravated if not handled properly.

Needs Assessment

Because there is currently no standard model for determining the quality of an after-school care program, individual programs must assess their own quality and identify potential areas requiring change. A needs assessment, defined as a "systematic process for collecting information and making justifiable decisions" (Watkins, 2008, p.1), would be an appropriate assessment technique to employ. NCLB (2001) requires the completion of needs assessments for school programs prior to granting certain federal funding. The results of the needs assessment determine the development of local improvement plans. These plans specifically state how the individual district intends on rectifying any areas in need of change (NCLB, 2001). In addition to providing a basis for improvement plans, educational needs assessments can also act as a preventative measure to avert problems that could occur in the future (Cline & Seibert, 1993).

There are many models of needs assessments available in the literature (Watkins, 2008). However, most models follow a similar basic format including common features of guidance groups, data sources, data collection, and data analysis (Cline & Seibert, 1993). A guidance group is a group of people invested in the assessment that help the project stay on track. These people typically include individuals who are invested in the needs assessment, experts in the area, and stakeholders (Cline & Seibert, 1993). Information is collected from individual or group interviews, observations, surveys, or reports (Cline & Seibert, 1993; Miller & Osinski, 2002). The guidance group determines what information should be collected, the method used to collect it, and how that data will be interpreted (Cline & Seibert, 1993).

The actual assessment begins with identifying a potential need. A need is defined as "a gap between what is currently in place and what is needed, now and in the future" (Miller & Osinski, 2002, p.1). The NCLB Program Series (2010) identified five steps for conducting a comprehensive needs assessment (CNA) in a school, including (a) reviewing the purpose and outcomes for conducting the CNA, (b) establishing committees for each area of the CNA, (c) determining which types of data will be collected and analyzed by committee to develop the school profile, (d) determining areas of priority and summarizing needs, and (e) connecting the CNA to the district improvement plan development and review process (NCLB Program Series, 2010). The five steps, as well as corresponding questions to be answered, can be viewed in Table 2.

In summary, a needs assessment is one of the best tools to assess the quality of specific program quality indicators, such as disciplinary procedures. While there are several different models for collecting this information, common features exist. Multiple sources of data (i.e., students, staff, parents), collected through multiple methods (i.e., surveys, interviews, observations) are required for a thorough evaluation. The data collected can then be used to determine if there is a need for change in the specific area and provide guidance in how to make the necessary change.

Summary

In closing, the use of after-school care programs has increased in recent years. Many parents may utilize these programs for its childcare function, while school districts encourage their use for youth development. The later use was nurtured by NCLB (2001), which allowed schools to allocate federal funding toward these programs to provide additional assistance for at-risk students. High-quality after-school care programs

Table 2. NCLB 5-Step Process for Conducting a Comprehensive Needs Assessment

Steps	Questions to be Answered
1. Review the purpose and outcomes for conducting the CNA.	a. What do we want to accomplish with this process? b. How will we get multiple stakeholders involved in this process? c. How will we share the purpose and outcomes with those involved? d. What are the short- and long-term time lines?
2. Establish committees for each area of the CNA.	a. Is there a committee or team with expertise in any of the areas? If not, which staff members will make the greatest impact? b. How will team members be recruited, selected, and potentially replaced? c. How do we ensure there is diversity on each team to challenge assumptions and stretch the group? d. How will coordination among committees occur?
3. Determine which types of data will be collected and analyzed by the committee to develop the school profile.	a. What data will we collect? b. Do data collection tools need to be developed? c. How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act is not violated? d. How do we ensure that committees follow the process and refrain from identifying solutions?
4. Determine areas of priority and summarize needs.	a. What are the strengths and needs of our district/school and its representative groups? b. What evidence supports the strengths and needs? c. What are the priorities? d. What are we learning about our district/school and what connections are we making?
5. Connect the CNA to the district improvement plan development and review process.	a. What are the findings in the CNA? b. How are the findings reflected in summary statements? c. How are the CNA needs addressed in the district improvement plans through strategies and activities designed to improve student outcomes? d. How do priorities and needs correlate with justifications for NCLB program expenditures?

Note. Adapted from the NCLB Program Series. (2010). NCLB: *Comprehensive needs assessment.* Austin, TX: Texas Education Agency, Regional Education Service Center 20.

promote academic and developmental growth. Benefits, such as academic performance, task persistence, peer relations, and social skills have been documented through research (Little, 2007). Because these benefits have only been identified in high-quality programs, assessing the quality of after-school care programs is imperative. Quality indicators such as program structure, staff training, and opportunities for skill building have been identified to help evaluate program quality (Little, 2007; Eccles & Gootman, 2002). Due to variance in after-school program focus, there is currently no standard assessment tool to determine program quality (Lauer et al., 2006). Individual needs assessments are one option to assessing the specific indicators identified by past research. Needs assessments allow teams of invested individuals to come together and gather information about a perceived need. The information gathered determines if there is a need for change, as a way to increase program quality. The committee or team is then able to use that information to create a plan to address the area of need.

CHAPTER II

METHOD

Data were collected to determine if there is a need for change in the training or implementation of the ASC program's discipline policy by staff members and to assess parent satisfaction with the ASC summer program. The author, who worked at the ASC summer program for four years, collected this data. The author was therefore familiar with the program coordinator, returning staff, students, and their parents, as well the ASC program's behavior policy, behavior management techniques, and child development.

The present study most closely resembles a study that was conducted by Clarissa Schienebeck (2010) that studied the effects of a positive behavior support (PBS) in-service implemented at a YMCA program, as compared to a control site. The current study built on previous research by utilizing several of Schienebeck's methods of data collection, including surveys and observation methods. While this study did not implement a PBS intervention, it examined similar relationships between outcome measures.

The author followed general Institutional Review Board guidelines in the study, but did not request Institutional Review Board approval prior to data collection. Institutional Review Board granted the author permission to use the data, but not to publish it.

Setting

The ASC program in the Midwest was established fall 2004 to provide adult-supervised care for the district's students after school throughout the school year and day-

long care during the summer months. During the school year, students that range from kindergarten through eighth grade spend time in one of four sites. The summer program utilizes one location with services for children between kindergarten and fifth grade. The summer program was chosen for the needs assessment based on (a) the dynamic of combining staff from the various sites, (b) the complexity of large numbers of students in one location, (c) longer program duration, and (d) greater inconsistency in disciplinary action, as noted by the program coordinator.

New and returning staff received the same initial training prior to the start of the summer program. Program policies, including disciplinary policies, were provided in a written format and discussed for approximately a half hour by the program coordinator (see Appendix A for the ASC program's discipline policy). Examples of problematic child behavior and expected staff responses were also verbally provided. Staff expectations were described alongside the ASC behavior policy. The trainer instructed staff to encourage child responsibility and respect of others, encourage child participation in the planned activities, preplan developmentally appropriate activities to minimize unstructured time, and maintain child safety, both physically and mentally. The trainer emphasized the need for responding consistently to behavioral issues, responding to behavioral issues appropriately, and individualizing consequences to the child to help the child think critically about their actions. The trainer informed staff members that they should document inappropriate child behavior and staff response in a notebook on the main table. Lastly, the trainer gave a description of the five steps to follow for severe behavior problems. The program coordinator stated that she was the individual that determined if a behavior was severe. In addition to staff expectations, specific behavior

management techniques were given. The trainer discussed examples regarding (a) taking the time to discuss unacceptable behavior when a student is sitting out, (b) building positive student-staff relationships, (c) determining the appropriate timing to inform parents of unacceptable behavior via notes home or face-to-face meetings, and (d) determining when a student should be suspended or removed from the program. The trainer informed staff that parents had received a copy of the discipline policy.

Participants

The participants involved in this assessment include ASC staff and administration, enrolled children, and the students' parents or guardians.

Staff. Of the 12 ASC staff members, 11 (91.7 %) participated in the complete assessment. Eleven (91.7 %) completed the staff survey, 10 (83.3 %) were observed during at least one of the observation blocks, and 11 (91.7 %) participated in a focus group. Eight staff members were present during each observation. One staff member did not wish to participate in the staff survey and was excluded from further data collection. Table 3 summarizes demographic characteristics of the staff involved in the summer program and demonstrates a range of staff backgrounds.

Program coordinator. The ASC program coordinator participated in the needs assessment by completing the staff survey and questionnaire questions. The program coordinator had been running the ASC program since it was introduced to the school district five years prior. She was 55 years old and had obtained her Master's plus 30 credits as a speech and language pathologist. The program coordinator wrote the ASC discipline policy and was the staff trainer.

Table 3. Characteristics of Staff at the ASC Summer Program

Demographics		Statistics
Number of staff		11
Age:	Mean	25.7
	Range	18 - 47
Gender:	Female	8 (72.7 %)
	Male	3 (27.3 %)
Education:		
High School Diploma		4 (36.4 %)
2-year associates (education)		1 (9.1 %)
4-year university (non-education)		2 (18.2 %)
4-year university (education major)		3 (27.3 %)
Masters + 30 (non-education)		1 (9.1 %)
Employment at ASC:		
< 12 months (new staff)		6 (54.5 %)
≥ 12 months (returning staff)		5 (45.5 %)

Students. The students in the ASC summer program were split into groups based on the grade they had most recently finished. Class populations were 16 (18.6 %) students in the kindergarten group, 26 (30.2 %) students in the first grade group, 13 (15.1 %) in the second grade group, 16 (18.6 %) students in the third grade group, and 15 (17.4 %) student in the fourth and fifth grade group. Daily attendance varied, resulting in a range of 54 to 67 students during observation periods. Table 4 summarizes basic demographic characteristics of the students involved in the summer program.

Parents. Parents or guardians of the enrolled students were asked to complete a program satisfaction survey. The survey was sent home the second-to-last week of the summer program. This allowed parents to focus on the ASC program's current summer session, as opposed to the way discipline was implemented during the past school year.

Table 4. Characteristics of Children at the ASC Summer Program

Demographics		Statistics
Number of children		86
Age:	Mean	7.9
	Range	6 – 11
Gender:	Female	45
	Male	41

As all parents were required to enter the building for child pick-up, they were all physically given a copy of the survey. Only one survey was sent home per family. A reminder was sent home once to parents who had not returned it prior to the last week of the program. Thirteen (17.8 %) out of 73 parents returned the completed survey.

Procedures

A needs assessment team collected data the summer of 2009. The author led the needs assessment team. The team included a staff member who was on her fifth summer working at the program, the program coordinator, the director of community education services, and a parent of two girls who had participated in the program for three years. The team met four times throughout the summer. While they met, the team brainstormed questions to be asked for the focus group portion of the assessment, identified the students that were asked to participate in the student focus groups, and assisted the needs assessment team leader in distributing surveys to staff and parents. The team also reviewed and approved the recommended measures adopted from Schienebeck (2010).

Data Collection and Instruments

As a needs assessment is a comprehensive review of the program, multiple data sources were used, along with multiple methods of data collection. Survey and observation tools were adapted from Schienebeck (2010). Minor modifications were

made in the wording of the adapted measures to increase relevance to the ASC summer program. Each participant group's specific procedure is described below and summarized in Table 5.

Table 5. Summary of Measurement Procedures

Measures	Concept Measured	Items	Range
Staff Measures			
Observation checklist	Implementation of management strategies	21 items coded yes/no	0-21
Interval recording	Compliance to the behavior policy (on-task behavior)	Intervals in which behavior occurred	0-45
Self-efficacy survey	Self-efficacy beliefs for behavior management	29 items rated on 6-point scale	102-143
Focus group questions	Knowledge of ASC behavior management policy	8 scenario questions, 9 policy questions	n/a
Administration Measures			
Focus group questions	Program coordinator's perception of behavior management techniques used by staff	8 scenario questions, 8 policy questions	n/a
Student Measures			
Interval recording	Level of engagement (appropriate behavior)	Intervals in which behavior occurs	0-45
Focus group questions	Students' perception of behavior management techniques staff use	9 scenario questions, 6 policy questions	n/a
Parent Measure			
Parent satisfaction survey	Parents' perception of care related to discipline provided by ASC	17 items rated on a 5-point scale	17-85

Note. Adapted from Schienebeck, C. (2010). *Effects of positive behavior support in-service training in after-school care settings* (Unpublished master's thesis). Madison, Wisconsin: University of Wisconsin – Madison.

Observations were conducted twice by the needs assessment team leader. Two methods of observation were utilized each time: an observation checklist and interval recording system. The initial observation was completed on June 25, 2009 during two activity periods: (1) swimming pool time, a combined group activity, and (2) a smaller group activity. The activity was set up by the program coordinator on this time and involved students sticking their feet under a covered table where an unknown food product was waiting to be identified. The students appeared engaged in the activity and enjoyed watching their peers' faces and reactions. The second observation was completed on August 13, 2009. Each student group and its leaders were observed during their craft time. Activities during craft time varied as group leaders pre-planned their group's craft.

Staff Measures. Data on staff came through observation, survey, and observational methods.

Observation checklist. The Observation Checklist was used to measure features of the program, such as posting program rules and using positive language. This checklist was created by Schienebeck (2010) and included operational definitions (see Appendix B). The checklist consisted of 21 items that were rated on a yes/no scale. These items were distributed across four categories of effective management procedures: (a) rule formation, (b) environment organization, (c) child supervision, and (d) planning. The first 16 items were answered at the beginning of each observation while items 17 through 21 were completed at the end of the observation (Schienebeck, 2010). Total scores ranged from 0-21 "yeses". Each question included both a yes/no response and an opportunity for a narrative comment.

Staff interval recording. A second observational method utilized Schienebeck's (2010) interval recording, a system to record staff compliance to the behavior policy and student on-task behavior (see Appendix C). Staff compliance was defined as actions that corresponded to the ASC behavior policy and expectations expressed by the program coordinator. This method lasted 90 minutes and consisted of observing staff and students in alternating, one-minute time blocks. To receive a (+) mark, all staff observed at that time had to display the appropriate behavior the entire minute. Staff received coded marks of (+) for actions that complied with the behavior policy and (-) for actions that did not comply with the behavior policy. Operational definitions and examples for each behavior type are included in Appendix C. A place for narrative comments was included as well. Data from the staff interval recording indicate the number of intervals during which appropriate, compliant behavior was observed from staff. Staff total scores can range between 0-45 (Schienebeck, 2010).

Staff survey. The survey completed by the staff at the beginning of the ASC summer program was the Staff Self-Efficacy Survey (see Appendix D). The survey was handed out at the completion of the staff-training day in May, 2009. This survey was adapted by Schienebeck (2010) from the 30-item Teacher Self-Efficacy Scale created by Gibson and Dembo (1984). Schienebeck's adapted measure consists of 29 items that related to staff-efficacy regarding behavior management in the ASC summer program. Each item was rated using a 6-point Likert scale (1 = strongly disagree, 3 = disagree slightly more than agree, 5 = moderately agree, and 6 = strongly agree), resulting in total scores ranging from 29-174 (Schienebeck, 2010). The mean percentage of self-efficacy was then compared to the scale in Table 6. The needs assessment team leader created this

scale prior to data analysis. Staff members were asked to turn the anonymous surveys in to a specified folder within a two-week time period. Eleven (91.7 %) of the 12 surveys were returned.

Table 6. Level of Staff Self-Efficacy in Behavior Management

%	Level of Self-Efficacy
90 - 100	very high
80 - 89	high
70 - 79	moderate
60 - 69	low
50 - 59	very low
below 50	extremely low

Note. % = percentage of responses rated four or above

Staff focus groups. Eleven (91.7 %) of the 12 staff members participated in a staff focus group. The needs assessment team determined that the needs assessment team leader would gather the most accurate information of staff knowledge by dichotomizing the staff into groups of (a) six new staff (54.5 %) and (b) five returning staff (45.5 %). The needs assessment team thought that returning staff might have a better understanding of the behavior policy, masking any areas of concern by new staff. The group dynamic also allowed the staff to brainstorm ideas to create the most complete response based on their knowledge of the ASC program's discipline policy. The staff were therefore divided into two groups by the needs assessment team.

The focus group items consisted of disciplinary scenarios and questions aimed at assessing understanding of ASC discipline policies by the staff (see Appendix E). Scenario questions were presented first. Each question consisted of a scenario that required behavior management action, followed by a question asking what the staff member would do in response (e.g., "You look up just in time to see a child hit another

child. What do you do to the child who you saw hit the other child?"). The scenarios were created by the needs assessment team from actual situations common to the ASC summer program. Questions regarding the ASC disciplinary policy were asked following the scenarios (e.g., "Do we have a behavior policy at ASC?", "What are the consequences listed on the policy?"). The scenario questions were asked prior to the policy questions to encourage responses that accurately reflected behavior management techniques used, without the program's policy in mind.

Both focus groups met individually on July 30, 2009, during the second month of the program. This allowed new staff to gain experience with the discipline policy in addition to their initial training. The specific date for focus groups was unannounced prior to the day, chosen when rainy weather changed the schedule to replace pool activities with a video. This allowed one focus group to watch the students while the other group went into a separate room to respond to questions posed by the needs assessment team leader.

Program Coordinator Measure. Qualitative data were collected from the program coordinator through a questionnaire format, completed on August 7, 2009. The questions were completed individually, outside of ASC program's summer hours. The needs assessment team leader was available to answer clarification questions. The program coordinator's questions were modeled after the staff focus group questions (see Appendix F). A similar format of scenario questions and general discipline policy questions was used. Each scenario was followed by the questions: (a) "What do you expect the adult staff member to do?" and (b) "What have you actually seen happen in this situation?".

The program coordinator's responses provided an understanding of her perspective of the behavior management techniques used by staff.

Student Measures. Data were collected from students through the use of an interval recording system, as well as from the qualitative responses obtained during the student focus groups.

Student interval recording. The interval recording system utilized to measure staff on-task behavior, created by Schienebeck (2010), was also used to measure student engagement (see Appendix C). Student engagement was demonstrated by students appropriately responding to adult direction and adhering to ASC program rules. Students and staff were observed on alternating one-minute time blocks. To receive a (+) mark, observed students had to be displaying the appropriate behavior the entire minute. Students received coded marks of (+) for appropriate group behavior and (-) for displaying inappropriate group behavior. Operational definitions and examples for each behavior type are included in Appendix C. A place for narrative comments was included as well. Data from the interval recording indicate the number of intervals during which appropriate, engaged behavior was observed from students. Student total scores can range between 0-45 (Schienebeck, 2010).

Student focus groups. Select students were also questioned in dichotomized groups: (a) kindergarten through second grade and (b) third through fifth grade. This split was determined appropriate by the needs assessment team so the questions could be discussed using age-appropriate vocabulary. The focus group format was chosen for students to minimize activity time lost and to decrease any anxiety felt by answering the questions individually. The needs assessment team chose students based on their

willingness to communicate. Additionally, they selected children they perceived were of high, medium, and low degrees of behavioral concerns and across grade levels. Choosing students who were likely to provide responses further decreased the likelihood of anxiety.

The parents of the chosen students were informed of the focus group format, as well as the reason for the focus group through a parent letter and permission slip (see Appendix G). If the parent returned the bottom portion of the permission slip, their child was then asked if they wanted to be involved and answer a few questions about their experiences at the program. If the child verbally affirmed that they wanted to participate, they were included in the focus group process. Twenty (90.9 %) of the 22 parents gave permission for their child to be involved. All 20 (100 %) of the students with parental permission affirmed that they would participate. Twelve students participated in the kindergarten through second grade focus group and eight students participated in the third through fifth grade focus group. The student focus groups took place on August 11, 2009 during a period of free play.

Student focus group questions were modeled after the staff focus group questions (see Appendix H). The scenarios were rewritten to read from a student's perspective (e.g., "You are upset with a friend and you hit them. An adult sees it happen."). Each scenario was followed by the questions: (a) "What does the adult do?" and (b) "What do you think the adult should do?". The general discipline policy questions were simplified (e.g., "What happens when you hurt another child for the first time?"). Student responses were used to provide an understanding of the students' perspective of the behavior management techniques staff used.

Parent Measure. Data from parents were collected through a satisfaction survey. The needs assessment team decided not to attempt a parent focus group. This decision was based on the lack of parental response in previous attempts at parent involvement in the program, as well as the lack of parental experience in observing the implementation of the behavior policy by staff.

Parent survey. The survey completed by parents at the end of the summer session was the Parent Satisfaction Survey (see Appendix I). This survey was created by Schienebeck (2010) from the Parent Satisfaction Scale constructed by Gerkensmeyer and Austin (2005). Schienebeck's measure consisted of 18 items that used a 5-point Likert rating scale (1 = strongly disagree, 5 = strongly agree) (Schienebeck, 2010). One item was removed from Schienebeck's survey because it was not applicable to the ASC summer program. The resulting 17-item survey had total scores ranging from 17-85. The mean percentage of satisfaction was then compared to the scale listed in Table 7. The needs assessment team leader created this scale prior to data analysis. The purpose of the survey was to determine how parents of enrolled students viewed the care related to discipline provided to their children by the staff.

Table 7. Level of Parental Satisfaction with the ASC Summer Program

%	Level of Satisfaction
90 - 100	very high
80 - 89	high
70 - 79	moderate
60 - 69	low
50 - 59	very low
below 50	extremely low

Note. % = percentage of responses rated four or above

CHAPTER III

RESULTS

The main purposes of this needs assessment were to determine if there is a need for change in discipline procedure implementation by ASC staff members and to assess parent satisfaction with the ASC summer program. This assessment was conducted by collecting data from staff, administration, student, and parent participants through the use of surveys, observations, and focus group questions.

An interpretational method of analysis was used to identify patterns throughout the data. Administration, teacher, and student perceptions on adherence to policies were reported. Administration, teachers, and students reported experiences and observations were used to assess adherence. All qualitative data were interpreted through the use of a coding system. The author coded all narrative data and a graduate assistant coded select responses, producing an inter-rater reliability of 81.7 percent. Descriptive statistics were used to describe survey and observational data. Focus group information provided qualitative confirmation. Parent satisfaction was described using the Parent Satisfaction Survey. Descriptive statistics were used to summarize findings.

Staff

Table 8 displays the statistical data on the quantitative staff measures, including means, standard deviations, range in scores, and sample size. The measures summarized in Table 8 include data from the Observation Checklist, staff interval recording, and the

Staff Self-Efficacy Survey. Qualitative information obtained through the checklist, interval recording, and focus group responses are also described below.

Table 8. Staff Outcomes Across Measures: Total Scores

	M	*SD*	Range	*n*
Implementation of management strategies [a]				
Observation 1	12 (57.1 %)			8
Observation 2	12.5 (59.5 %)			8
Observed compliance [b]				
Observation 1	35 (77.8 %)			8
Observation 2	35 (77.8 %)			8
Self-efficacy beliefs				
Percent satisfaction	72.1	7.7	58.6-86.2	11

Note. [a] *Raw number and percentage of management strategies observed.* [b] *Raw number and percentage of intervals during which staff complied to the ASC behavior policy.*

Observation Checklist. Implementation of management strategies was measured by the data collected through the Observation Checklist. This checklist measured the percentage of compliance with best practices for childcare settings. Two observations checklists were completed throughout the summer and demonstrated an average raw score of 12.25. This indicated that throughout the summer, the ASC staff adhered to best practices 58.3 % of the time. Items were then individually assessed to identify problem areas. When comparing this data to Schienebeck's (2010) study, her results indicated that the control site complied with best practices an average of 58 % of the time. This implies reliability for the Observation Checklist, given similar environments.

Items that were lacking during both observations were all a part of the physical environment. The items consistently absent from the ASC summer program included

- rules are posted,
- staff use of name cards to keep track of children who are signed in,
- behavior plan is clearly posted or set out for children,
- rewards are clearly posted,
- consequences are clearly posted,
- and all staff are wearing name tags.

Items that were present during one observation, but not both, were primarily related to staff actions. The last item listed is an item relating to physical environment that received a rating of "not applicable" during the second observation due to lack of rules being posted and clearly stated. The items absent from the ASC summer program during one observation included

- rules clearly stated,
- rules stated in a positive manner,
- "sight and sound" principle followed at all times,
- all children supervised at all times,
- transitions structured and orderly,
- and no more than seven rules are listed.

Interval Recording. Observed compliance to the behavior policy by staff was measured through the use of the interval recording system. Two interval recording sessions were completed throughout the summer and demonstrated an average raw score of 35. This indicated that throughout the summer the ASC staff demonstrated on-task behavior 77.8 % of the observed time. When comparing this data to Schienebeck's (2010) study, the results of this measure indicated the control site as having a mean percentage of 78 % of staff engagement throughout the study phases. Due to the similar environments and use of predefined operations definitions for staff engagement/compliance with the behavior policy, this gives evidence toward measurement reliability for the Interval Recording System.

Figure 1 provides a visual description of the narrative data collected through the interval recording system. The average percentage of staff compliance and noncompliance across the two observations were determined through the use of a strict coding system (see Appendix J to review the coding system used for qualitative analysis). The coding was completed by the author (inter-rater reliability of 81.7 %). The observed patterns indicated that overall, the ASC staff members were more compliant (62.5 %) with the ASC behavior policy than noncompliant (37.5 %). Within the overarching category of staff, three subcategories of staff were identified: (a) returning versus new staff, (b) staff with education backgrounds or goals versus staff without education backgrounds or goals, and (c) 3-5 grade leaders versus K-2 grade leaders. It was observed that returning staff (75.7 %) were more compliant than new staff (54.1 %), staff with education backgrounds or goals (67.4 %) were more compliant than staff without education backgrounds and goals (44.8 %), and 3-5 grade leaders (95.2 %) were more compliant than K-2 grade leaders (51.4 %).

Staff survey. Self-efficacy beliefs for behavior management were measured through the use of the Staff Self-Efficacy Survey. This survey measures the self-efficacy staff feel they have when working with students requiring disciplinary actions. The mean, standard deviation, range of scores, and sample size can be seen in Table 8. When compared to Schienebeck's (2010) study, the comparison site had a mean percent of 77.4 % of self-efficacy, which was comparable to the ASC staff responses. The mean percentage of self-efficacy was 72.1 %. When this percentage was compared to the scale in Table 6, the corresponding level of self-efficacy in behavior management was identified as "moderate". In addition to level of self-efficacy, individual items were also

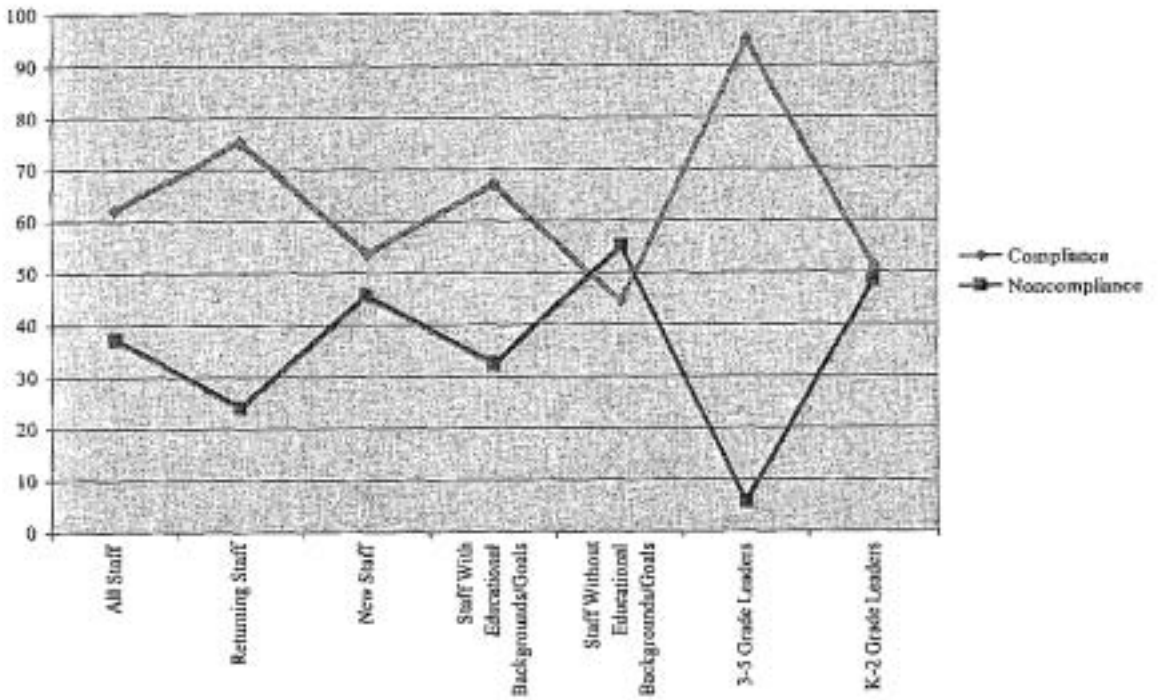

Figure 1. Average percentage of staff compliance during interval recording system. This figure illustrates the data collected on the average percentage of compliance to the behavior policy by staff during both observation periods.

analyzed to identify potential areas of concern. As Figure 2 demonstrates, five items had a mean response below the neutral point of 3.5 indicating that staff did not feel confident in their personal behavior management skills. The items of low confidence included

- if children aren't disciplined at home, they aren't likely to accept any discipline;
- many teachers are stymied in their attempts to help children by lack of support from the parents;
- individual differences among teachers account for the wide variations in children's behavior;
- talking with parents can help a teacher judge how much to expect from a child by giving the teacher an idea of the parents' values toward education, discipline, etc.;
- and even a teacher with good behavior management abilities may not reach a high number of children.

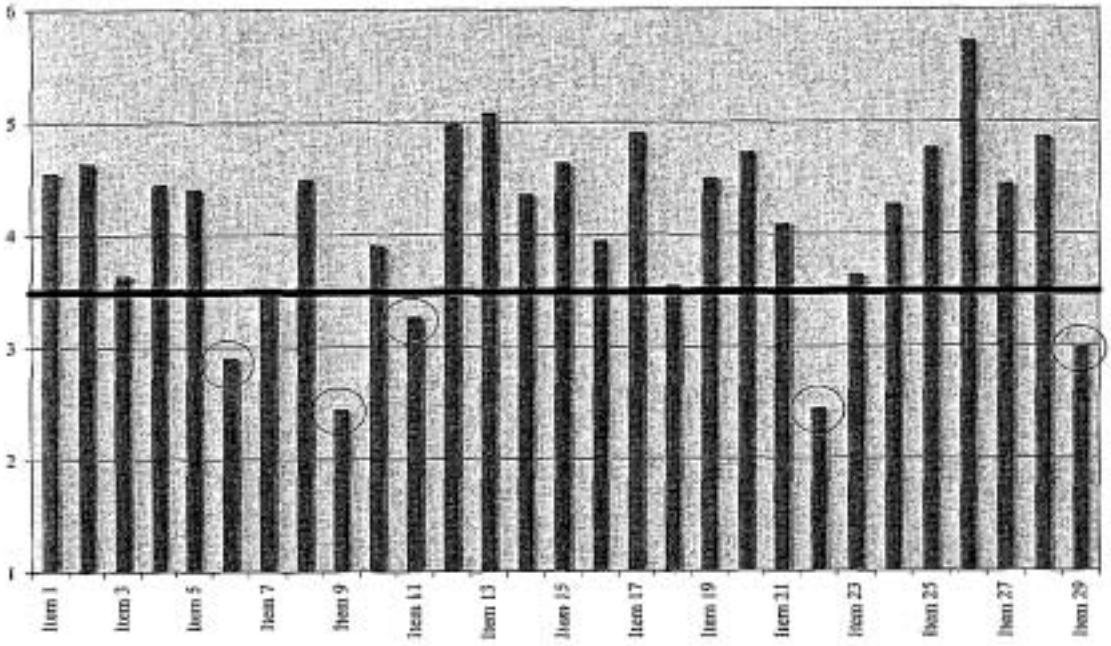

Figure 2. Individual item means for the staff self-efficacy survey. This figure illustrates the data collected on the mean responses for each individual item, across all completed staff surveys. The dark horizontal line indicates the neutral point. All items below the neutral point are considered items of concern and are indicated with a circle.

Focus Group. Responses of staff to the focus group questions provided an understanding of staff perception of the behavior management techniques used by staff.

Figure 3 provides a visual description of the narrative data collected through the staff focus group responses. A coding system was used to determine the percentage of staff compliance versus noncompliance, as well as the correct understanding of the ASC behavior policy versus incorrect understanding of the behavior policy (see Appendix J). The author completed the coding, along with select passages by a graduate assistant (inter-rater reliability of 81.7 %). The observed patterns indicated that overall, the ASC staff were more compliant (62.3 %) with the ASC behavior policy than noncompliant (37.7 %). ASC staff also demonstrated a higher percentage of correct understanding of the behavior policy (81.8 %) as opposed to incorrect understanding of the behavior policy (18.2 %). Within the overarching category of staff, one subcategory of staff was

identified: returning staff versus new staff. It was observed that returning (71.4 %) were more compliant with the ASC behavior policy than new staff (50.0 %). Additionally, returning staff (100.0 %) also demonstrated a higher knowledge of the behavior policy than new staff (100.0 % versus 60.0 %, respectively), as this subgroup scored a higher percentage within the area of correct understanding of the ASC behavior policy, as assessed by group responses to the general behavior questions.

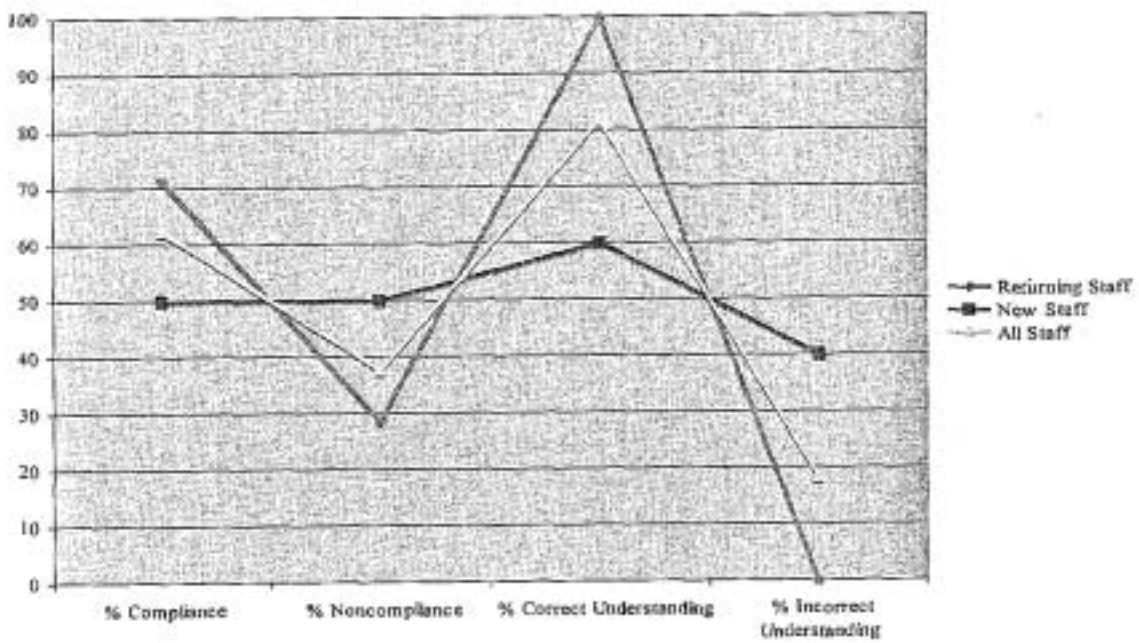

Figure 3. Percentage of staff responses: Compliance and correct understanding of the ASC discipline policy. This figure illustrates the percentage of responses given by new and returning staff, as well as the average percentage for all staff combined.

Program Coordinator

The program coordinator provided qualitative information on the behavior management techniques used by staff through a questionnaire. Her responses provided insight into the discipline implementation behaviors she observed, as compared to what she expected in relation to the ASC behavior policy.

Figure 4 provides a visual description of the narrative data collected through the program coordinator's questionnaire responses. A coding system was used to determine the percentages of observed staff compliance versus noncompliance, as well as the percentage of correct understanding of the ASC behavior policy versus incorrect understanding of the behavior policy by the program coordinator (see Appendix J). The author completed the coding, along with select passages by a graduate assistant (inter-rater reliability of 81.7 %). The observed patterns indicated that the program coordinator observed staff with educational backgrounds or goals (86.7 %) to be more compliant with the behavior policy than staff without educational backgrounds or goals (7.7 %). Additionally, the program coordinator appeared to have a thorough understanding of the ASC behavior policy as she obtained a perfect score (100.0 %) on the behavior policy questions.

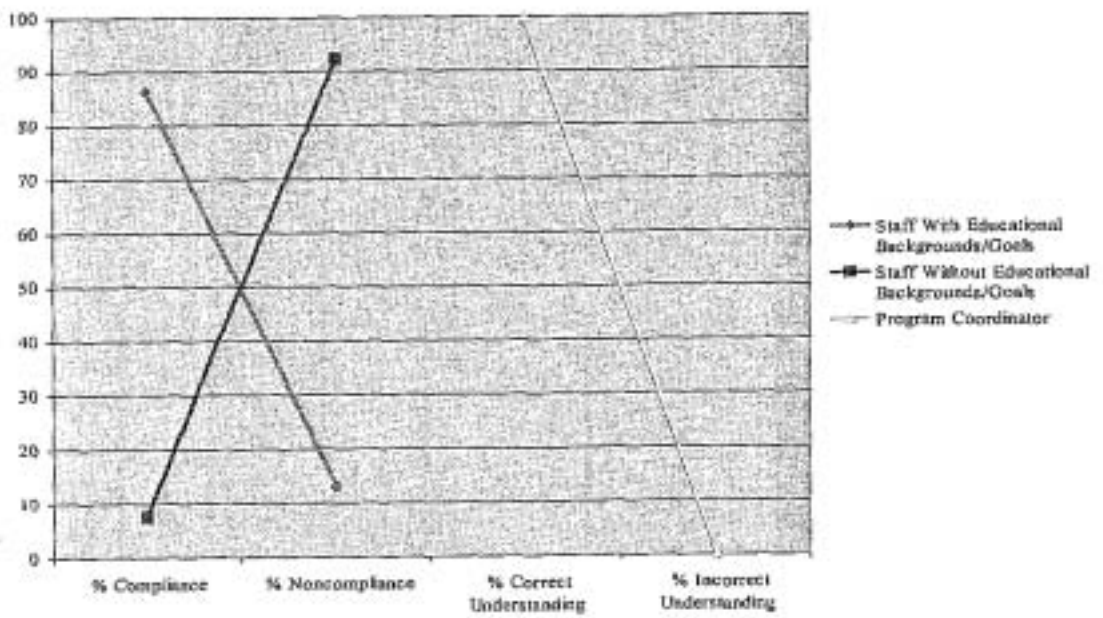

Figure 4. Percentage of program coordinator responses: Staff compliance and correct understanding of the ASC discipline policy. This figure illustrates the percentage of responses given by the program coordinator as it relates to observed responses to student behavior provided by staff, as well as percentage for correct understanding of the ASC behavior policy by the program coordinator.

Students

Table 9 displays the statistical data on the quantitative student measure, including overall score, percentage of intervals during which engagement occurred, and sample size. Qualitative information obtained through the focus group responses is also described below.

Table 9. Student Outcomes for Interval Recording

	No.	*%*	*n*
Observed engagement[a]			
Observation 1	36	80.0 %	8
Observation 2	34	75.6 %	8

Note. The statistical categories have been collapsed into the following abbreviations: No. = raw number, % = percentage of intervals during which engagement occurred.

Interval Recording. Observed engagement of students was measured through the use of the interval recording system. This system measured appropriate and engaged behavior shown by students. Two interval recording sessions were completed throughout the summer and demonstrated an average score of 35. This indicated that on average, the ASC students demonstrated appropriate behavior 77.8 % of the observed time. When compared to Schienebeck's (2010) study, the students at the control site demonstrated appropriate behavior an average of 46.0 % of the observed time. The difference in scores indicates either a hidden variable between the two environments or a need to reevaluate the predefined operational definitions that accompany the interval recording system.

Focus Group. Student responses to the focus group questions provided an understanding of student perception of the behavior management techniques used by staff. The students were split into two groups when providing responses: kindergarten through second grade and third through fifth grade.

Figure 5 provides a visual description of the narrative data collected through the student focus group responses. The average percentage of perceived staff compliance and noncompliance, as well as percentage of correct understanding of the ASC behavior policy by the students were determined through the use of a coding system (see Appendix J). The author completed the coding, along with select passages by a graduate assistant (inter-rater reliability of 81.7 %). Student responses indicated that overall, the ASC staff were more compliant (62.1 %) with the ASC behavior policy than noncompliant (34.3 %). One subcategory of staff was identified based on student focus group report: 3-5 grade leaders versus K-2 grade leaders. It was observed that 3-5 grade leaders (65.7 %) were similarly compliant as K-2 grade leaders (60.0 %). Additionally, the students that participated in the focus groups had a higher percentage of correct understanding (69.6 %) of the ASC behavior policy as opposed to an incorrect understanding (30.4 %). The average percentage for correct understanding was created from the combination of responses obtained from both focus groups. When comparing the individual focus groups, students in the kindergarten through second grade group had a higher percentage of correct understanding (75.9 %) of the behavior policy as compared to the students in the third through fifth grade group (63.0 %).

Parents

Parent perception of care related to discipline provided by the ASC summer staff was measured by the Parent Satisfaction Survey. Table 10 displays the statistical data on the quantitative parent measure, including mean, standard deviation, range of scores, and sample size. The mean percentage of satisfaction was 91.8 %. When this percentage was compared to the scale in Table 7, the corresponding level of satisfaction with the program

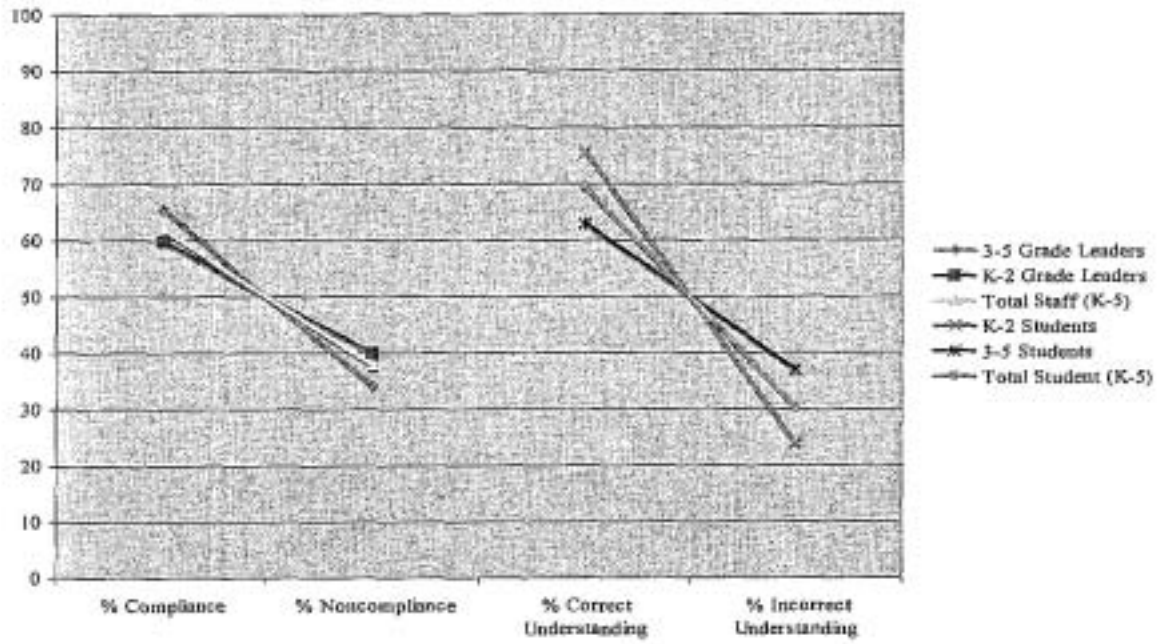

Figure 5. Percentage of student responses: Staff compliance to and correct understanding of the ASC discipline policy. This figure illustrates the percentage of responses given by the students attending the ASC summer program, as it relates to observed responses to student behavior provided by staff. This figure also illustrates the percentage of correct understanding of the ASC behavior policy by students. The average percentage for both total staff compliance, as well as total student understanding is also identified.

was identified as "very high". When considering Schienebeck's (2010) study, the control site recorded overall satisfaction of 49.8 %, which when compared to the scale listed in Table 7, produces a corresponding level of "extremely low". The differences in score could be due to an increased number of parent responses in Schienebeck's study or due to differences in behavior management techniques utilized between programs.In addition to level of satisfaction, individual items were also analyzed to identify potential areas of concern. As Figure 6 demonstrates, no items had a mean response below the neutral point of three. Twelve (92.3 %) out of 13 parent responses on the survey indicated positive responses above the neutral point on 100 % of the items. One parent (7.7 %) reported responses consistently below the neutral point.

Table 10. Parent Outcomes for Parent Satisfaction Survey

	M	*SD*	Range [a]	*n*
Perception of care				
Percent satisfaction	91.8	26.6	0.0-100.0	13

Note. [a] *One survey had 0% of responses above the neutral point of 3.5. This survey was more than three standard deviations away from the mean and skewed the data producing results that may not be representative of the population.*

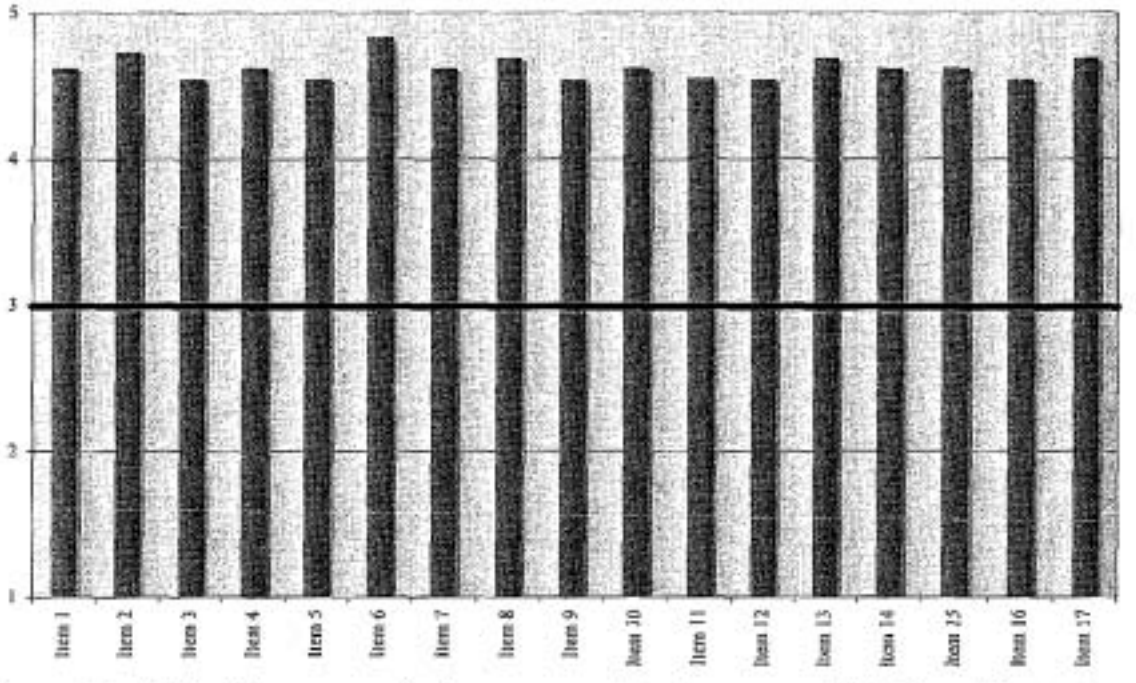

Figure 6. Individual item means for the parent satisfaction survey. This figure illustrates the data collected on the mean responses for each individual item, across all completed parent surveys. The dark horizontal line indicates the neutral point.

CHAPTER IV

DISCUSSION

The purposes of this study were to determine if there is a need for change in the training or implementation of the ASC summer program's discipline policy and to assess parent satisfaction with the ASC summer program. Throughout this chapter, general findings, major limitations, implications of the study's findings, and ideas for future directions are explored.

Needs Assessment Outcomes

Staff Outcomes. Findings from the data collected on staff identified several patterns indicating a need for change in staff training on the ASC behavior policy. Specific changes include (a) improving management strategies, as assessed by the Observation Checklist; (b) increasing compliance with the ASC behavior policy, as assessed by the interval recording system; and (c) improving self-efficacy beliefs, as assessed by the Staff Self-Efficacy Survey.

Management strategies were rated during both observation periods through the use of the Observation Checklist. Best practices in management strategies were followed 57.1 and 59.5 percent of the time, demonstrating room for improvement. Items lacking across both observations included: (a) rules are posted, (b) staff use name card to keep track of children who are signed in, (c) behavior plan is clearly posted or set out for children, (d) rewards are clearly posted, (e) consequences are clearly posted, and (f) all staff are wearing name tags. These items are physical aspects of the program. To correct

these items, the staff or program coordinator would need to create the necessary materials and introduce them to the ASC summer program. Items lacking across one observation included: (a) rules clearly stated, (b) rules positively stated, (c) "sight and sound" principle was followed at all times, (d) all children were supervised at all times, (e) transitions were structured and orderly, and (f) no more than seven rules are listed. The new items here are primarily related to actions observed from the staff. To correct these items, the program coordinator would need to provide additional training for all staff that explicitly covers these topic areas including an explanation of the importance of these items, as well as examples of implementing them. The program coordinator could also demonstrate expected staff behavior through training videos recorded of staff complying with the behavior policy and items listed in the Observation Checklist. It could be beneficial for the program coordinator to also provide training when the children are present to model the desired actions and verbally correct staff when these items are not being followed.

Staff compliance to the ASC behavior policy was directly observed through the interval recording system. Compliance was measured by observing on-task/off-task behaviors (quantitative data) and narrative observations (qualitative data) during two observations. The observed staff demonstrated 77.8 % compliance to the behavior policy. Narrative observations demonstrated higher compliance rates in returning staff (75.7 %), staff members with education backgrounds or goals (67.4 %), and 3-5 grade leaders (95.2 %). It should be noted that all 3-5 grade leaders were returning staff members and three (75 %) of the four were staff with education backgrounds or goals. During the second observation, noncompliance by staff that had an education background or goals reached a

high raw score of 11; however eight of the noncompliance marks were due to one individual. This staff member was just beginning an Associates program in early childcare and was primarily surrounded by staff without educational backgrounds or goals. Therefore, compliance rates for staff with education backgrounds and goals would be higher without this individual's actions. This observation indicates that when hiring staff, prior training should be considered. Overall, these results indicate that having past experience with the behavior policy and past training focused on child-centered approaches to discipline are associated with staff compliance to the behavior policy. Therefore, when hiring staff for the summer ASC program, the program coordinator should give priority to individuals who have an education background or are working toward an education degree. The program coordinator could recruit future staff members from teacher education programs to guarantee this background. Additionally, a brief assessment could be given to new and/or returning staff members to determine management strategies. The program coordinator could then provide additional training and feedback in these areas until mastery is achieved by each staff member. Ideally, this would occur prior to the start of the summer session. Lastly, staff members without previous experience with the behavior policy and staff members without education background or goals could be paired up with a staff member possessing the desired background as a mentor. This would allow the staff member to receive additional guidance after the summer program begins.

Compliance with the behavior policy was indirectly measured through staff self-report during the focus groups. Overall, it was identified that staff are more compliant (62.3 %) than non-compliant (37.7 %); however, there were differences when comparing

the responses provided by the new staff and the returning staff. Returning staff provided responses to common situations that were in compliance with the behavior policy 71.4 % of the time, while new staff provided responses that were in compliance only 50.0 % of the time. This indicates that returning staff reported complying to the behavior policy more consistently when handling a situation requiring behavior management. Additionally, the staff responded to qualitative questions regarding the ASC behavior policy indicating that overall, the staff had a correct understanding of the ASC behavior policy (81.8 %), as compared to an incorrect understanding (18.2 %). However, there were differences noted between new and returning staff here as well. Returning staff demonstrated an accurate understanding of the behavior policy 100.0 % of the time, whereas new staff demonstrated an accurate understanding only 60.0 % of the time. This indicates that experience with the policy is associated with better understanding. Overall, these results indicate that returning staff members have a better understanding of the ASC behavior policy and report implementing it with greater accuracy. Future training could provide additional practice for new staff prior to the start of the summer program. For example, the program coordinator could meet with the new staff separately after reviewing the behavior policy with the entire staff. The example scenarios provided in Appendix E would make a good starting point. The policy questions in Appendix E could also be discussed. Allowing the staff members to think through the policy after they have heard it from the program coordinator may increase their understanding.

Self-efficacy beliefs for behavior management were assessed through the use of the Staff Self-Efficacy Survey. Staff responses at the ASC summer program produced a mean response of 72.1 %, demonstrating overall confidence, but also room for

improvement. The items of low confidence included: (a) if children aren't disciplined at home, they aren't likely to accept any discipline; (b) many teachers are stymied in their attempts to help children by lack of support from the parents; (c) individual differences among teachers account for the wide variations in children's behavior; (d) talking with parents can help a teacher judge how much to expect from a child by giving the teacher an idea of the parents' values toward education, discipline, etc.; and (e) even a teacher with good behavior management abilities may not reach a high number of children. Identifying these areas of low confidence could help the program coordinator focus on areas to be discussed during training. The items of low confidence all related to behavior management techniques that were believed to fail due to outside circumstances. The program coordinator could counter these beliefs with expected techniques and examples of success that contradict these beliefs. Staff members experiencing low self-efficacy are less likely to be effective in their behavior management techniques, because they lack in the belief that their response can meaningfully impact the child's behavior.

Program Coordinator Outcomes. Findings from the data collected on the program coordinator also identified a pattern indicating a need for change in staff training on the ASC behavior policy. Specifically, the program coordinator's responses to the questionnaire separated staff into those with and without education backgrounds or goals. She perceived staff members with education backgrounds or goals as being more compliant to the behavior policy (86.7 %) than staff without education backgrounds or goals (7.7 %). This indicates that the program coordinator is aware of the differences between these subgroups, a pattern that has been identified across the various methods of data collection. The understanding and desire to help children think critically by staff

with education backgrounds or goals was integrated throughout her responses. She further explained that staff members without this background typically provide consequences that are easy for them, not consequences that would allow the child to critically think about their actions to encourage appropriate behavior in the future. This insight could help explain behavior management differences between staff members with similar experiential backgrounds (i.e., variation between two returning staff members or two new staff members). The program coordinator did not identify consequences for staff members not complying with the behavior policy. A system could be set up to provide additional training as needed throughout the summer, including small group or one-on-one training with the program coordinator, readings recommended by the program coordinator, pairing the leader up with another leader demonstrating the expected behaviors, and pairing the leader up with the program coordinator. To assist all staff perform at their best, regular professional development opportunities could be required throughout the summer. The program coordinator, a respected staff member, or an outside consultant could lead these sessions. Lastly, a system for dismissal could also be adopted.

Student Outcomes. Data collected on the students enrolled in the summer ASC program provided further evidence indicating the need for change in how staff members administer behavior management techniques.

Student engagement, or behavior that followed ASC rules and staff instruction, was measured through the use of the interval recording system. Overall, students demonstrated engaged behavior an average of 77.8 % of the time. Narrative comments indicated that 3-5 grade students displayed appropriate behavior more consistently than

students in grades K-2. Their behavior corresponds with the data collected on staff through the interval recording system, which identified that 3-5 grade leaders complied with ASC policies more (95.2 %) of the time, than did K-2 grade leaders (51.4 %). The more staff members complied with ASC policies, the more engaged the students were. During future training, the program coordinator could cite these results as evidence for planning developmentally appropriate activities and complying with the behavior policy. This further supports the need for staff to adequately understand the behavior policy in order to comply with it. Additionally, because of the differences previously noted between staff with and without education background or goals, it would be important for the program coordinator to explain what developmentally appropriate activities are and provide examples for each grade group. To do this, specific activities could be listed as examples, as well as modifications for each grade level. The program coordinator could also pair up staff members in a mentoring relationship.

Data gathered from the student focus groups provided insight into how students perceive consequences demonstrated by their staff leaders. Their responses were then compared to the ASC behavior policy. Overall, students perceived staff to be complying to the behavior policy 62.1 % of the time, which was consistent with how staff rated themselves (62.3 %). When comparing 3-5 grade leaders with K-2 grade leaders, the students perceived their group leaders as being similarly compliant to the behavior policy (65.7 % and 60.0 %, respectively). Additionally, student responses indicated that K-2 grade students had a better understanding of the behavior policy (75.9 %) than 3-5 grade students (63.0 %). It was expected that the 3-5 grade students would have a better understanding of the behavior policy due to the experience they have had with it;

however, when reviewing their actual responses it is possible that their idea of appropriate consequences have been shaped by experience with the consequences that do not comply with the behavior policy. For example, many students said they should receive a 5-minute time-out for most inappropriate behaviors. While this is a common practice in the school setting, it is not in the behavior policy and does not help children think critically about their actions. While the 3-5 grade students provided many answers similar to a time-out when asked for consequences, their responses for behavior policy questions included more accuracy and detail than the K-2 grade students. This makes sense given that the study also found rules were not consistently posted and clearly stated. Posting and explaining the rules to students are necessary for students to better understand the ASC behavior policy.

Parent Outcomes. According to the findings of this study, parents were generally satisfied with the disciple provided by the ASC staff, as measured by the Parent Satisfaction Survey. The mean percentage of satisfaction was 91.8 %, corresponding to a "very high" satisfaction rating. Additionally, there were no individual items that had a mean response below the neutral point. This indicated that, on average, parents were satisfied with the items listed on the survey. Twelve (92.3 %) out of 13 parent responses on the survey indicated positive responses above the neutral point on 100 % of the items. One parent (7.7 %) reported responses consistently below the neutral point. This parent's responses on individual items were neutral in regards to the provided supervision and discipline strategies, but below the neutral point in regards to planned activities, individual attention received by her child, the level of order maintained by the staff, and the quality of the environment provided by the staff. This parent's child was a first grade

student and was primarily with group leaders without education backgrounds or goals. Her concerns echo the results of the rest of the data. Planning developmentally appropriate activities and providing appropriate consequences would improve child engagement and decrease the disorder this mother insightfully reported. Overall, parents were very satisfied with the program, but the areas of concern noted by one parent did correspond with the lack of compliance to the behavior policy by staff with non-education backgrounds or goals recorded throughout the rest of the data. Because parent response rate was so low, encouraging a positive communication system with parents could improve parent involvement. This could include sending home notes or talking with parents about funny moments that happened throughout the summer or times when their child volunteered to help a group leader or fellow student. Parents who are more involved with the program will be more likely to respond to similar surveys in the future and be willing to share constructive criticism if they feel it will be received well.

Conclusions

In summary, the needs assessment team identified a need for change in staff implementation of the ASC behavior policy. This was supported by data collected from the staff, program coordinator, students, and parents. Data collected on staff identified that certain management strategies, both environmental and action by staff, could be improved. Overall, staff were observed to comply with the behavior policy through an on-task/off-task rating system, returning staff, staff members with education backgrounds or goals, and 3-5 grade leaders demonstrated better compliance. A similar pattern was observed through staff self-reports as returning staff demonstrated a better understanding of and reported a higher rate of compliance to the behavior policy. Additionally, staff

reported overall self-efficacy in their behavior management skills, but several items were identified as low confidence. Specifically, these items indicated that staff does not believe their behavior management techniques will not work when outside factors interfere. The program coordinator also identified a gap between staff with and without education backgrounds or goals. She reported that staff members with education backgrounds or goals complied to the behavior policy with more consistency than staff without education backgrounds or goals. Student data supported observations that students displayed engaged behavior more often when their group leaders complied with the behavior policy and planned developmentally appropriate activities. Students perceived staff to comply with the behavior policy 65.7 % (3-5 grade leaders) and 60.0 % (K-2 grade leaders) of the time, indicating room for improved compliance. Lastly, parents were generally very satisfied with the discipline policies provided at the ASC summer program. One parent expressed concerns that were consistent with those identified throughout this study. In conclusion, there is a need for change in the way staff members implement the ASC behavior policy. Strategies discussed included recruitment of staff from education training programs, as well as experienced teachers to increase the likelihood of staff compliance with the behavior policy. Additional training should be provided for new staff members, as well as those without education backgrounds or goals. This training could involve working through common scenarios, discussing the behavior policy, and providing examples of developmentally appropriate activities to engage students. The program coordinator could also provide modeling and on-site training/support through during the first weeks of the summer program to help staff practice compliance with the behavior policy. A system of supports could be installed for staff members who

consistently disregard the behavior policy, such as additional training, recommended readings provided by the program coordinator, and mentoring by other leaders demonstrating the desired compliance to the behavior policy. Additionally, the program coordinator could make the physical changes recommended to adhere to best practices.

Study Limitations

One limitation of this study is the lack of information regarding the reliability and validity of the measures utilized. The measures utilized were either altered or developed by Schienebeck (2010) or created by the needs assessment team. Specifically, Schienebeck (2010) stated that the wording of the items on the Staff Self-Efficacy Survey was altered and one item was removed due to the measure originally assessing the self-efficacy of teachers. The Parent Satisfaction Survey was also adapted as the original measure was used to assess parent satisfaction of children receiving mental health services (Schienebeck, 2010). The needs assessment team leader removed one item from Schienebeck's (2010) measure, as the item did not apply to the summer ASC program. The needs assessment team leader made further word changes to increase the relevance of each measure to the ASC summer program. While modifications were necessary to make the measures applicable to the ASC summer program, any changes from the original measures, as well as the use of those measures for settings that varied from those for which they were originally intended, may impact the measures' reliability and validity in unknown ways. Additionally, reliability and validity information were not collected on the Observation Checklist or the interval recording system; measures Schienebeck (2010) developed. The focus group and questionnaire questions developed by the needs assessment team also have no empirical support regarding their reliability and validity.

In addition to the lack of information on reliability and validity for the focus group questions, a second limitation was noted. The needs assessment team chose students based on their degree of behavioral concerns, grade level, and willingness to communicate. Choosing students who were likely to provide responses decreased the likelihood of anxiety; however, as this was not a random sample of students it may not be a representative sample of the students enrolled in the ASC summer program. The needs assessment team determined that the benefit of decreased anxiety for students outweighed the benefits provided by a randomized sample.

There were two additional limitations noted with the observation data collection. The first limitation was in regards to the interval recording system. In order for staff or students to be considered on-task, all of the staff or students had to meet the strict criteria to receive a positive mark (Schienebeck, 2010). For example, students were only considered engaged when all students were engaged in appropriate behavior for the full minute they were observed. This was also true for rating staff members. The K-2 grade groups typically joined together creating one large group. Qualitative narrative data were used to identify that two of the staff members were typically complying with the behavior policy while three staff members were not. The second limitation was the lack of a second observer during data collection to provide inter-observer agreement. While these data were reviewed by the needs assessment team, only the needs assessment team leader collected these data. This could create concerns regarding the accuracy of the observations.

A limitation was identified due to the consistent pattern of 3-5 grade leaders complying to the behavior policy with more accuracy than the K-2 grade leaders. While

this difference was identified through the coding system, three of the four of the 3-5 grade staff members also had education backgrounds or were working toward an education degree. The K-2 grade leaders had only two of the seven staff members with an education background or goals. This difference in background could have skewed the data to making it appear individuals leading the 3-5 grade groups exhibited better compliance to the behavior policy due to their position working with older children.

A limitation was also noted for the staff self-efficacy survey. No identifying information was provided on the surveys, which at the time was to increase anonymity. However, when patterns emerged from the remaining data (i.e., new versus returning staff and staff with or without education backgrounds or goals), analyzing the self-efficacy of those groups was not possible. If used in the future, one suggestion is to gather additional demographic information on experience and goals on all instruments.

A limitation was also identified with the Parent Satisfaction Survey. Of the 73 families that were asked to complete the survey, only 13 (17.8 %) parents returned the survey. Although a reminder was sent home a week after the surveys had been distributed, it did not have the desired effect. It is possible that more than one parent had neutral or negative satisfaction with the discipline strategies used at the ASC summer program. The parents who did respond may have caused a positive response bias, but that is unknown. Because so few parents returned the completed survey, it is possible that the results of the Parent Satisfaction Survey are not representative of the entire ASC parent population.

Lastly, the author could have had some bias when collecting the data. The author was completing a fifth summer of employment at the time of data collection. While none

of the observational data or focus group data included the author, it is possible that personal relationships with the individual staff members could have influenced the observational data during both portions of the interval recording system, including the on-task/off-task data collection and narrative comments.

Future Directions

In summary, this needs assessment provided information that determined that there is a need for change in the way staff members implement the behavior policy at the ASC summer program. This change could occur by increasing training in several areas of need. Based on the limited amount of surveys returned by parents, it appears that parent satisfaction is very high; however, these results may not be representative of the entire parent population. This limitation, along with several others, limited the study's findings and conclusions. To address these limitations, several suggestions are made for future research and practice.

There were a number of issues related to the measures used that could be minimized in future studies. Future researchers could use two raters to assess inter-observer reliability. Second, piloting a variation of the interval recording system that utilizes criteria that is less strict could provide better detail in staff and student behavior. Third, the Staff Self-Efficacy Survey could be modified to incorporate additional information including previous training and experience, as well as future goals. This information could provide additional support to identify if additional training is required for certain staff populations. Fourth, a random selection of students to participate in the student focus groups would increase the likelihood of a representative sample of the student population. Lastly, parent participation should be increased to obtain a

representative sample of the parent population. This could be obtained through additional reminders and/or small incentives.

The newly developed and adapted measures used for this assessment are in need of empirical support. Reliability and validity data could be collected to support their future use. This data should be collected using the target populations and setting. Small alterations in identifying information on the Staff Self-Efficacy survey could also provide additional support when identifying which groups of staff require supplemental training.

Finally, this needs assessment's findings has implications for future practice. These findings emphasize the importance of adequate staff training. While not all staff may require additional training, program coordinators need to be aware of the staff populations that do require supplemental training and provide that training. To minimize this training, program coordinators could recruit staff members from experienced teaching staff or education training programs. These findings also emphasize the necessity of creating a detailed picture of the childcare environment through multiple sources of data and multiple methods of data collection. While the data collected is specific to the ASC summer program, this case study could be replicated at other after-school programs or daycare centers to determine if changes in staff training are required in the area of behavior management.

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APPENDIX A

ASC PROGRAM DISCIPLINE POLICY

Behavior Policy

The Afterschool Club is part of the XXX School District; therefore we honor the same rules of respect and responsibility during the after school hours as we do during the day.

Child safety and wellbeing are high on our list for having a positive after school experience. We will work with you to make sure your child is safe. We will also be consistent in making sure every child is responsible for themselves as well as being respectful of other children at the After School Club. To accomplish this, we ask that you take a few moments to talk with your child(ren).

The points to emphasize are:

- Respectfulness – to staff and other children
- Participation - Encourage your child to participate in the activities. Children who do not engage themselves usually become bored and tend to busy themselves in behavior that gets them in trouble.

We try very hard to work through situations as they come up, however, if a child is consistently disruptive, we will need to consider:

1. *How safe is your child to him/herself?*
2. *How safe is your child in the presence of other children?*
3. *Is this the right place for him/her?*

If we are unable to help your child be successful in these areas, it may be possible that your child will be asked to leave the After School Club. Prior to that, we will carry out the following procedure:

- Parents/guardians will be contacted (by phone or in person) when your child has been aggressive to staff or other children. (Aggressive behavior includes talking back to staff, hitting others, throwing objects at others, cursing, or intentionally destroying property).
- Parents will meet with the program coordinator to discuss the circumstances of the behavior and how they would like to address conversations with their child(ren). Each child and situation is different.
- Children who act out a second time will be required to meet with the program coordinator and their parents that same day to discuss how the next day will be adjusted to help them have a more successful day.
- Children who become increasingly aggressive will be asked to leave for the rest of the week. If the offense happens on a Friday, the child will not be allowed to return the following week. This will give parents time with their children to make clear the expectations for their behavior.
- Parents and child will need to meet with the program coordinator prior to returning to the program.

Hopefully, this process will not be necessary, but please know that we are committed to working with your child through the rough times.

APPENDIX B

OBSERVATION CHECKLIST AND CRITERIA

Observation Checklist & Criteria

Observer_____ Site_____ # of Children____ # of Staff____ Date_____
Special Circumstances_____

Initial Observation Checklist	YES	NO	Comments
Rules clearly stated			
Rules positively stated			
Rules are posted			
No more than 7 rules are listed			
Orderly way for children to place their belongings			
Materials organized (color-coded, numbered)			
Materials are easily available to children			
Appropriate seating provided for the children			
Snack is eaten only during snack time and at designated area			
Staff member is in charge of signing in children			
Chart displaying lesson plans for the week is set out/posted			
Staff use name cards to keep track of children who were signed in			
Behavior plan is clearly posted or set out for children			
Rewards are clearly posted			
Consequences are clearly posted			
All staff are wearing name tags			

End of Observation Checklist	YES	NO	Comments:
"Sight and Sound" principle was followed at all times			
All children were supervised at all times			
Transitions were structured and orderly			
Activities are developmentally appropriate (splitting into Y/O groups if necessary)			
Staff demonstrated accepting/ forgiving positive attitudes toward the children			

Criteria for Initial (1-16) and End (17-21) Observation Checklists:

#1. Rules use words that can be understood by a five-year old child; simple language and concise.
#2. Rules are stated in a way in which "no's" are turned into "yes" or they tell children what the appropriate behavior is, not the inappropriate behavior.
Eg. of a bad rule: "No running in the cafeteria."
Eg. of a good rule: "Walk in the cafeteria."
#3. Rules are posted in a spot where they can easily be seen by the children.
-located in an area where children will naturally see them
- large enough to be read at a small distance, ie. Bigger than a list on an 81/2x11" sheet of paper.
#4. "Yes" if ONE list with no more than 7 rules, or ONE ASC list (of 7 or less) in conjunction with a list of school rules that may be permanent in the area. If there is a list of school rules, these rules will not be factored into the checklist unless the ASC staff use them for their rules or in conjunction with their rules.
#5. "Yes" if the majority of items are in the baskets and the baskets are in some type of order. (Baskets are lined up against the walls, in rows etc.)
#6. "Yes" if cabinet and items within it are neat and/or the cabinet has some type of labeling that is followed.
#7. "Yes" if materials are set out for the children on tables and/or staff are readily able to assist children in getting materials on high shelves or in storage closets that the children are not allowed to go into.
#8. "Yes" if more than 4 tables are out for 30 or more kids.
#9. "Yes" if throughout the day kids do not eat anything unless it is during snack time and all kids eating during this time are at the designated snack tables.
#10. "Yes" if when kids arrive at the beginning of the day there is a staff member to take their cards and sign them in.
#11. "Yes" if there is a schedule or lesson plan posted anywhere visible to staff, parents, and/or children.
#12. "Yes" if the staff use name cards to keep track of kids when the group splits up (outside/inside/gym), or a child leaves to go home.
#13. "Yes" if children, parents, and staff can easily locate and view the plan.

#14. and #15. "Yes" if rewards/consequences are either or both clearly spelled out to the children and staff through written or drawn out postings where they are easily seen, or the children are frequently reminded of the rewards/consequences (at least twice/observation) in a structured manner (during circle time, as part of a routine in day, through frequent use of point system, etc.).
#16. "Yes" if all staff present have ASC name tags on.
#17. "Yes" if anytime a child leaves an area where staff are present to go to an area where no other staff are present, a staff member accompanies them to the unsupervised area (bathroom, lost and found, lockers, etc.)
#18. "Yes" if Sight and Sound principle was followed AND staff kept child/staff ratios appropriate and/or were able to supervise all children under their care.
#19. "Yes" if any structure or strategies were used by staff, other than yelling at the group, AND children were thus capable of carrying out the change in task in an orderly fashion with minimal inappropriate group behaviors.
#20. "Yes" if staff create any structured activity so that all children at their different developmental stages could be able to benefit or enjoy the activity (circle time, tag, etc.). "No" if no structured activities were done.
#21. "Yes" if staff show care, concern, positive tone, give positive commands etc. "No" if staff use sarcasm, threats, ignore appropriate questions, concerns, or requests etc.

APPENDIX C

INTERVAL RECORDING OBSERVATION SHEET

AND OPERATIONAL DEFINITIONS

Interval Recording Observation Sheet & Operational Definitions

Interval Recording:
1 minute alternating time blocks for a 90 minute observation
S = observation of **staff** **C**= observation of **children**
(+) = "**appropriate** group behavior" (-) = group is **not** displaying "appropriate group behavior

S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S

Comments:

C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C	S	C

Comments:

Operational Definitions

Behavior Definition: "Appropriate group behavior" means that all children are following instructions given by the staff and/or following the rules posted at the site.

Examples:

- Children are standing in line while keeping their hands to themselves and facing the teacher while she's giving directions before going outside.
- Children are sitting at the designated snack tables eating their snack while talking in an inside voice with their peers.
- Children are engaged in various activities inside with one group playing tag in the gym, another group sitting around the table coloring, and another playing with toy cars in the designated area of the cafeteria.
- Children walk into the cafeteria, find their emergency card and hand it to the teacher, and put their belongings in their designated spot.
- Children are stopping their activities and/or cleaning up their activities when directed to do so by the staff.

Non-examples:

- Children are standing in line while pushing to get ahead of each other in line and talking while the teacher is giving directions.
- Children are eating snack while sitting and playing with toy cars at the designated snack tables while using outside voices to talk to their peers.
- Children are engaged in various activities inside with one group playing tag in the cafeteria, another standing on the chairs and sitting on the table while coloring, and another racing toy cars across the floor from one end of the cafeteria to the other.
- Children come running into the cafeteria, find their emergency card and throw it at the teacher, and place their belongings on the floor.
- Children keep playing and/or leave their activities as are when staff announce it is time for a new activity.

Behavior Definition: "Staff on-task behavior" means that all staff are equally dividing responsibilities while being actively engaged either with a child/children in an activity, supervision, or procedures directly related to ASC policies such as signing children in/out, talking with parents, writing incident, conduct, accident reports, or for preparing activities or snack.

Examples:

- A staff member is signing the children in while another is helping them hang up their belongings and directing them to the other staff member who is gathering the children in a circle for the day's instructions.
- While a staff member is inside preparing the snack, the other staff members are outside monitoring the children on the jungle-gym and playing a game of tag with the children.
- A staff member is playing cards with one child and supervising 5 other children in the cafeteria while two other staff are playing with and supervising 20 other children in the gym.

Non-examples:

- Staff members are engaged in a conversation about new ASC procedures and are not responding to the children's needs as they arrive at the cafeteria for the program.
- While one staff member is inside preparing snack the other staff members are swinging together on the swings while children are scattered around the playground.

A staff member is supervising 20 children playing in the gym while two staff are supervising 6 children in the cafeteria.

APPENDIX D

STAFF SELF-EFFICACY SURVEY

Staff Survey: Self Efficacy

Please indicate the degree to which you agree or disagree with each statement below REGARDING YOUR BELIEFS AND SKILLS AS A "TEACHER" IN THE AFTER SCHOOL CLUB (ASC) PROGRAM by circling the appropriate numeral to the right of each statement.

1 = Strongly Disagree **2** = Moderately Disagree **3** = Disagree Slightly More than Agree
4 = Agree Slightly More than Disagree **5** = Moderately Agree **6** = Strongly Agree

1. When a child behaves better than usual, many times it is because I exerted a little extra effort.	1	2	3	4	5	6
2. The time during daycare has little influence on children compared to the influence of their home environment.	1	2	3	4	5	6
3. If parents comment to me that their child behaves much better at daycare than he/she does at home, it would probably be because I have some specific techniques of managing his/her behavior which they may lack.	1	2	3	4	5	6
4. The amount that a student can learn is primarily related to family background.	1	2	3	4	5	6
5. If a teacher has adequate skills and motivation, she/he can get through to the most difficult child.	1	2	3	4	5	6
6. If children aren't disciplined at home, they aren't likely to accept any discipline.	1	2	3	4	5	6
7. I have enough training to deal with almost any behavioral problem.	1	2	3	4	5	6
8. The ASC teacher training program and/or experience has given me the necessary skills to be an effective teacher.	1	2	3	4	5	6
4. Many teachers are stymied in their attempts to help children by lack of support from the parents.	1	2	3	4	5	6
10. Some children need to be placed in specific groups so they are not subjected to unrealistic expectations.	1	2	3	4	5	6
11. Individual differences among teachers account for the wide variations in children's behavior.	1	2	3	4	5	6
12. When a child is having difficulty during an activity, I am usually able to adjust it to his/her needs.	1	2	3	4	5	6
13. If one of the children cannot remain on task for a particular activity, there is little that I could do to increase his/her attention until he/she is ready.	1	2	3	4	5	6
14. When a child behaves better than he/she usually does, it is usually because I found better ways of helping that child.	1	2	3	4	5	6

1 = Strongly Disagree 2 = Moderately Disagree 3 = Disagree Slightly More than Agree
4 = Agree Slightly More than Disagree 5 = Moderately Agree 6 = Strongly Agree

15. When I really try, I can get through to most difficult children.	1	2	3	4	5	6
16. A teacher is very limited in managing a child's behavior because a child's home environment is a large influence on his/her behavior.	1	2	3	4	5	6
17. Teachers are not a very powerful influence on children's behavior when all factors are considered.	1	2	3	4	5	6
18. If students are particularly disruptive one day, I ask myself what I have been doing differently.	1	2	3	4	5	6
19. When the behavior of the children improve it is usually because I found more effective approaches.	1	2	3	4	5	6
20. If my supervisor suggested that I change my behavior plan, I would feel confident that I have the necessary skills to implement a new plan.	1	2	3	4	5	6
21. If a student masters a new activity quickly, this might be because I knew the necessary steps in teaching that activity.	1	2	3	4	5	6
22. Talking with parents can help a teacher judge how much to expect from a child by giving the teacher an idea of the parents' values toward education, discipline, etc.	1	2	3	4	5	6
23. If parents would do more with their children, I could do more.	1	2	3	4	5	6
24. If a child did not remember information I gave in a previous activity, I would know how to increase his/her retention in the next activity.	1	2	3	4	5	6
25. If a child becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6
26. After School Club rules and policies hinder my doing the job I was hired to do .	1	2	3	4	5	6
27. The influences of a child's home experiences can be overcome by a good behavior plan.	1	2	3	4	5	6
28. If one of the children couldn't do an activity, I would be able to accurately assess whether the activity was developmentally appropriate.	1	2	3	4	5	6
29. Even a teacher with good behavior management abilities may not reach many children.	1	2	3	4	5	6

APPENDIX E

STAFF FOCUS GROUP QUESTIONS

Staff Focus Group Questions

Scenario Questions

A child comes up to you and tells you another child gave them a "snake-bite".

1. What do you do to resolve the situation?

You look up just in time to see a child hit another child.

1. What do you do to the child who you saw hit the other child?

You walk into one of the bathrooms and see clothes tossed all around.

1. What do you do?

You are at the pool and you see an ASC child playing in the water, holding onto a friend and pushing them under water. A lifeguard blow a whistle at one of the ASC kids and tells them they can't get back into the pool for the rest of the day.

1. Do you take any further action? If yes, what do you do?

You see a child running in the gym at school. (not the big gym where the games are played)

1. What do you do?

You see a child running at the pool.

1. What do you do?

A child comes up to you and says, "They said they won't be friends with me anymore."

1. How do you resolve the situation?

A child comes up to you and tells you, "*This person* was talking about *that person*. (ie. "Jane was talking about Sally.")

1. How do you resolve the situation?

ASC Discipline Policy Questions

1. What are some examples of consequences you have used when a child "gets in trouble"?

2. a. Do we have an actual behavior policy at ASC?

   b. What is it?

   c. What are the consequences listed on the policy?

   d. How was it presented to you?

   e. Is there a better way to be presented the information?

3. a. When do you go to the program coordinator for a situation?

   b. What is an example of a situation you are comfortable handling by yourself?

   c. What is an example of a situation you are not comfortable handling by yourself?

4. a. How do you feel about your relationship with the children? Do you have one?

   b. Do you think that a relationship with the children has anything to do with their behavior?

APPENDIX F

PROGRAM COORDINATOR INTERVIEW QUESTIONS

Program Coordinator Interview Questions

Scenario Questions

A child comes up to one of the adults and says they were given a "snakebite" by another child.

1. What do you expect the adult to do?
2. What have you actually seen in similar situations?

One of your staff looks up and sees a child hit another child.

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

A staff member walks into a bathroom and it is a mess; for example, clothes are thrown all over.

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

A staff member sees a child playing in the pool who is grabbing a friend and pushing them under the water. The lifeguard blows the whistle and tells the child they cannot get back in the pool for the rest of the day.

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

An adult sees a child running at the pool.

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

An adult sees a child running in the gym (the main gym, not the game gym) in the school.

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

An adult is approached by a child who says, "They said they weren't going to be friends with me anymore."

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

A staff member is approached by a child who says "*This person* was talking about *that person*." (ie. Jane was talking about Sally)

1. What do you expect the adult to do?
2. What have you actually seen happen in this situation?

ASC Discipline Policy Questions

1. a. What re some of the consequences a staff member should use when a child "gets in trouble"?

   b. What are some of the consequences you see staff members actually use?

2. a. How do you inform the staff of the behavior policy?

   b. When do you do this?

3. a. When do you want the staff to come to you regarding a behavioral situation?

   b. When do staff members actually some to you regarding a behavioral situation?

4. a. Do you see a difference between staff who have relationships with the students in how they handle behavioral issues? Positive versus negative relationships?

5. a. What are your actions when you see a staff member not following the behavioral policy?

   b. How do you deal with that adult?

   c. How do you deal with the child?

   d. How do you deal with the parents?

6. a. What changes/improvements do you think could be made to help staff improve?

   b. How do you encourage a staff member to improve?

APPENDIX G

PARENT CONSENT LETTER FOR STUDENT FOCUS GROUPS

Parent Consent Letter for Student Focus Group

To the Parents of _____,

We are conducting an assessment on the ASC program. The results will be used to determine if there are any changes that can be made to benefit the program. You may already have participated by filling out a survey at the beginning of the summer. Your child has been selected to help in a student survey. If you give permission and they choose to participate, your child will be a part of a group of students that are asked questions about their experiences here at ASC. Their input is valuable and we would greatly appreciate their help with this process. Please fill out the bottom of this form and turn it into the marked folder or send it in with your child when you drop them off. Their participation is your decision; they will not be questioned without your permission. If you have any questions, feel free to ask me when you drop off your child or call me at (XXX) XXX-XXXX. Thank you so much for your help in this process!

Claire Knoll
University of Wisconsin - La Crosse

****

_____ I do not give permission for my child _____ to participate.

_____ I give permission for my child _____ to participate in a "focus group" conducted by Claire Knoll. I acknowledge that the results from this focus group will be presented as group data, not as individual results.

_____
Name

_____ _____
Signature Date

APPENDIX H

STUDENT FOCUS GROUP QUESTIONS

Student Focus Group Questions

Scenario Questions

You give a friend a "snakebite" and that kid goes up to an adult and tells on you.

1. What does the adult do?
2. What do you think the adult should do?

You are upset with a friend and you hit them. An adult sees it happen.

1. What does the adult do?
2. What do you think the adult should do?

You are playing with a friend and you accidentally hit them. An adult sees it happen.

1. What does the adult do?
2. What do you think the adult should do?

The bathrooms are a mess. There are clothes thrown all over it. An adult notices the mess.

1. What does the adult do
2. What do you think the adult should do?

You are at the pool and are playing. You are holding onto a friend and push them under the water. A lifeguard sees it happen and blows their whistle. They tell you to get out of the pool for the rest of the day. An adult with ASC sees this happen.

1. What does the adult do?
2. What do you think the adult should do?

You are running in the gym (the main gym, not the game gym) at school. An adult sees you running.

1. What does the adult do?
2. What do you think the adult should do?

You are running at the pool. An adult sees you running.

1. What does the adult do?
2. What do you think the adult should do?

You and a friend get in a fight. You go up to an adult and say, "They said they weren't going to be friends with me anymore."

1. What does the adult do?
2. What do you think the adult should do?

You hear a friend saying bad things about another friend. You go up to an adult and tell them, "*This person* was talking about *that person*." (ie. Jane was talking about Sally")

1. What does the adult do?
2. What d you think the adult should do?

ASC Discipline Policy Questions

1. What are some things that have happened to you when you "get in trouble"?

2. a. What happens when you hurt a child the first time?

   b. What happens when you hurt a child the second time?

   c. What happens when you hurt a child the third time?

3. a. Do you feel like you have a good relationship with the adults in the program? Do you get along well with them or not so good?

   b. Do you get along better with your group leaders better than with the other adults here?

APPENDIX I

PARENT SATISFACTION SURVEY

Parent Satisfaction Survey

Parents: We would like your feedback on your satisfaction with the After School Club (ASC) Program. Your participation is voluntary and your child will continue to receive services from the ASC program if you choose not to participate. ***ALL information you provide will remain confidential and none of your personal responses will be shared with the ASC program. The results of this study may be published using parents' group data only, and only group data will be shared with the ASC program.***

Your participation may help the ASC program improve future training for ASC staff regarding behavior management at the childcare site, and improve the abilities of ASC staff working with your children.
If you have any questions regarding this survey or the research study, you may contact:
Claire Knoll, (XXX) XXX-XXXX.
Dr. Betty DeBoer, Psychology/School Psychology, UW-L, (XXX) XXX-XXXX
Completion of this survey indicates your consent to participate in the research study.

Please tell us how you feel about the ASC program that your child is currently participating in. Please return this survey to the box provided. Thank You!

Name:_____ Relationship to child:_____

1. Overall, I was satisfied with the staff.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I was satisfied with the way the staff helped me understand my child's problems.

Strongly disagree 1 2 3 4 5 Strongly agree

3. I was satisfied with the caring and concern the staff showed for my child.

Strongly disagree 1 2 3 4 5 Strongly agree

4. I was satisfied with the friendliness staff showed towards me.

Strongly disagree 1 2 3 4 5 Strongly agree

5. I was satisfied with how the staff treated me with respect.

Strongly disagree 1 2 3 4 5 Strongly agree

6. I was satisfied with how the staff listened to what I had to say about my child's care.

Strongly disagree 1 2 3 4 5 Strongly agree

7. I was satisfied with how the staff kept me informed about changes in the care of my child.

Strongly disagree 1 2 3 4 5 Strongly agree

8. I was satisfied with how the staff kept me informed of my child's behavior during the program.	Strongly disagree	1	2	3	4	5 Strongly agree
9. I was satisfied with how the staff included me in decision making about my child's care.	Strongly disagree	1	2	3	4	5 Strongly agree
10. I was satisfied with the support I received from the staff.	Strongly disagree	1	2	3	4	5 Strongly agree
11. I was satisfied with the disciplinary strategies used by the staff.	Strongly disagree	1	2	3	4	5 Strongly agree
12. I was satisfied with the level of supervision/monitoring provided by the staff.	Strongly disagree	1	2	3	4	5 Strongly agree
13. I was satisfied with the variety of activities the staff provided for my child.	Strongly disagree	1	2	3	4	5 Strongly agree
14. I was satisfied with the level of order the staff maintained at the site.	Strongly disagree	1	2	3	4	5 Strongly agree
15. I was satisfied with the quality of the environment created by the staff.	Strongly disagree	1	2	3	4	5 Strongly agree
16. I was satisfied with the amount the staff interacted with my child	Strongly disagree	1	2	3	4	5 Strongly agree
17. I was satisfied with the staff's job performance I have witnessed.	Strongly disagree	1	2	3	4	5 Strongly agree

APPENDIX J

CODING SYSTEM USED FOR QUALITATIVE ANALYSIS

Coding System Used for Qualitative Analysis

1. a. staff compliance with the behavior policy

   b. staff noncompliance with the behavior policy

2. a. returning staff – compliance with the behavior policy

   b. returning staff – noncompliance with the behavior policy

3. a. new staff – compliance with the behavior policy

   b. new staff – noncompliance with the behavior policy

4. a. staff with education background/goals – compliance with the behavior policy

   b. staff with education background/goals – noncompliance with the behavior policy

5. a. staff without education background/goals – compliance with the behavior policy

   b. staff without education background/goals – noncompliance with the behavior policy

6. a. 3-5 grade leaders – compliance with the behavior policy

   b. 3-5 grade leaders – noncompliance with the behavior policy

7. a. K-2 grade leaders – compliance with the behavior policy

   b. K-2 grade leaders – noncompliance with the behavior policy

8. a. staff - correct understanding of the behavior policy

   b. staff – incorrect understanding of the behavior policy

9. a. returning staff – correct understanding of the behavior policy

   b. returning staff – incorrect understanding of the behavior policy

10. a. new staff – correct understanding of the behavior policy

    b. new staff – correct understanding of the behavior policy

11. a. student – correct understanding of the behavior policy

    b. student – incorrect understanding of the behavior policy

12. a. program coordinator – correct understanding of the behavior policy

    b. program coordinator – incorrect understanding of the behavior policy