SEL PQA Self-Assessment Creating Safe Spaces Scoring Sheet

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| Name: | Puller/Coffman/Kearns | Site Name: | Rocky Creek Ranch |
| Date of observation: | 3/2/21 | Grantee Name: | West St. Francois County R-IV |
| Time of observation: (i.e. 4pm-5pm) | 2:30-3:30 | Activity observed: | Life Skills |

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| **I. Safe Space** |  |
| **Creating Safe Spaces** | **Score** (1, 3, 5) | **SUPPORTING EVIDENCE/ANECDOTES** |
| 1. Emotional climate is always positive (e.g., mutually respectful, relaxed, equitable, characterized by teamwork, camaraderie, inclusiveness), young people and staff are observed offering encouragement, affirmations, or supports to others. | 5 | Students were warmly welcomed by teachers. Students inquired after teacher’s wellbeing. Atmosphere relaxed. Staff and students were encouraging to each other, students offered to help each other and offered encouragement to others. Students excited about working on Treasure boxes and Apple Tuna Sandwiches. |
| 2. Staff use positive warm words, tone of voice, and body language that convey enthusiastic welcome, sincere affection, or genuine interest in young people’s well-being.(e.g., Staff smile frequently, staff make appropriate and culturally relevant gestures that are responded to positively by young people- high fives, fist bumps, handshakes, pats on the back, etc.) Staff say things like “wow! Its is so good to see you back in the program!” | 5 | Staff speaks softly to students and gets a smile or positive comment in return. Positive words such as, “I knew you could do it”, “Nice one!” Can I share that with the class, it’s a great idea.” Were used when working on Treasure boxes. Tone is adjusted to student need. A student added lettuce pieces to her Tuna Salad and teacher commented on how everyone should try new things and in different ways. |
| 3. Staff create a safe space for young people to share and provide young people with specific guidance or supports for creating safe space (e.g. allow someone to finish without being interrupted, allow person to pass if they choose) | 5 | Two students requested extra time to work and not to work in a group. Teacher granted request. Each student worked alone next to the group and was able to concentrate and get task completed. |
| 4. Staff group management style is characterized by proactive or positive approaches (e.g., proactively promoting constructive engagement, calm redirection, structured attention-getters, showing understanding of possible emotional or physical triggers of individuals in the groups) | 5 | When a student appeared agitated about not liking some of the ingredients in the Apple Tuna Sandwich, the staff asked the student how she would make it. The student said she would reduce the amount of yogurt and add more honey. The teacher agreed to let her try her new recipe by making a small amount of both and then doing a taste test to see which was better. The student calmed and became excited about the experiment. |
| 5. Staff consistently hold young people and themselves accountable to an agreed-upon set of guidelines, behavior expectations, or consequences (e.g. staff note guidelines apply to themselves as well as to the young people) | 5 | Teacher reminded students about the agreed upon guidelines for crafting and food preparation. (Holding scissors and knife in specific ways to promote safety.) She also held herself accountable as having the same expectation. |
| 6. There is no evidence of bias on the part of the staff based on religion, culture, race/ethnicity, class, gender, ability, appearance, or sexual orientation and there is evidence of mutual respect and active inclusion (i.e., preferred pronouns are used, reference is made to more than one type of family grouping, meal plans include dietary or religious food requirements) | 5 | No evidence of bias. All students were treated in the same manner. Students were excited and happy about the lesson. |

**Scoring Tips:**

Score 1 if the policy, technology, practice, or capacity is not in place (i.e. youth were not greeted, staff did not model skills).

Score 3 if the policy, technology, practice, or capacity is available but not with availability and/or with great frequency (i.e. some youth were greeted, staff model skills for some of the youth but not all).

Score 5 if the policy, technology, practice or capacity is widely available and/or with great frequency (i.e. all youth were greeted, staff model skills for all youth).

**Submit Scores:**

Please submit completed self-assessments by one of the following methods:

Email to your Afterschool Regional Educator (ARE)

Email to the PQA Coordinator:  [reederaj@missouri.edu](mailto:reederaj@missouri.edu)

Mail to Anne Reeder, 1110 S. College Ave., Columbia, MO 65211

Questions regarding the self-assessment process, please contact your ARE or Anne Reeder at [reederaj@missouri.edu](mailto:reederaj@missouri.edu) or 573-882-4332.