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) | 3:30-4:30 | Activity observed: | Life Skills with Treasure boxes and Career Exploration |

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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 | The group has 6 boys. 2 are agitated and not as respectful as others and want to work ahead before all directions are finished. “I want to get started. I know what to do.” The teacher redirects with a caution about safety and askes the two boys to help pass out materials and they become more respectful and are willing to pass out materials. |
| 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 | Teacher uses varying tones when talking to different students and gets on their level with good eye contact to communicate. “I like the way you are thinking! Can you share that with the group? I think that is a good idea. I need to remember your suggestion when we do this activity with the next group!” Teacher pats a boy on the shoulder and did a fist bump with another. |
| 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 | Students are moved into a designated area to cut the paper out of a book to make a treasure box. They are encouraged to maintain distance for safety. |
| 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 | One boy, seems very agitated. He says he will be moving on Wed and wants to study for a test that will be tomorrow instead of making the box. He wants to give the book to another student who is excited about the project. The teacher agrees and has the boy studies close to her so she can quiz him per the child’s request. The boy calms and becomes less distracting to others as he reads and focuses on the test questions. |
| 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 | The teacher reminds students of safety procedures and follows them himself. “Show me how to cut away from yourself? Never cut towards yourself. I know it feels awkward, I have trouble doing it too.” |
| 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. Students are treated fairly, yet not the same. Accommodations are made when needed. (Boy who is moving and wants to work on his test.) |

**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.