Positive After-School Support (PASS) is an adaptation of schoolwide positive behavioral interventions and supports (PBIS) for use in out-of-school time, including afterschool programs. PASS addresses the features of predictable, positive and safe environments by teaching students what is expected of them and giving them high levels of acknowledgment. With the implementation of the evidence-based elements (Farrell, 2013) of PASS, changes in staff behaviors are likely to lead to positive student outcomes, including enhanced social and academic competencies, increased engagement and problem solving, and generalization of skills and problem solving.

Professional Development and Technical Assistance:
Two-hour professional development modules are provided for program directors, leadership teams and frontline staff with technical assistance available for program directors.

Module 1: Positive Behavior Support Primer
Module 2: Prevention Practices: Teaching and Acknowledging
Module 3: Prevention Practices: Active Supervision and Precorrections
Module 4: Response Practices: Error Corrections
Module 5: Social Emotional Practices: Emotional Literacy, Self-Regulation & Problem Solving
Module 6: Bully Prevention: Voices for Positive Choices, Part 1
Module 7: Bully Prevention: Voices for Positive Choices, Part 2

Periodic Implementation Appraisal and Performance Feedback:
Continual monitoring and consistent feedback with afterschool program leadership is essential for implementation success and sustainability. Directors attend a half-day data-based decision-making workshop exploring assessment tools, problem solving and action planning. Directors create assessment calendars and document administration procedures. Program capacity building is explored through site observations and performance feedback summaries.

System-wide Evaluation Tool – Out of School Time (SET-OST)
Purpose: access PBIS features in place, determine annual goals, evaluate on-going PBIS efforts, design and revise procedures, as needed and compare PBIS efforts year to year (Conducted by outside personnel.)

Benchmarks of Quality – Out of School Time (BOQ-OST) Purpose: team self-assessment to review progress monitoring towards critical PASS components and focus on sustainable elements.

Measure of Active Supervision (MASI)
Purpose: observe randomly selected sites to measure the extent to which specific behavior support principles are implemented by staff (Completed by an outside observer.)

Publications:

Works in Progress:

For additional information, please contact:
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