



## Positive-After-School-Support (PASS)

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: assess 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:**

Farrell, A.F., Collier-Meek, M.A., & Pons, S.R. (2013). Embedding positive behavior interventions and supports into afterschool programs. *Beyond Behavior, 23(1)*, 38-45.

### **Works in Progress:**

Farrell, A. F., Collier-Meek, M. A., & Johnson, A. H. (2015). *Development and initial evaluation of the Measure of Active Supervision and Interaction in out-of-school time*. Manuscript in preparation

For additional information, please contact:

Cristy Clouse

[cristy@pbiscaltac.org](mailto:cristy@pbiscaltac.org)

