

Staff Behavior in the Treatment Program Revised 5/12

Date _____

ID # (Full initials including middle initial - year you were born: "SMB -1980") _____

Instructions: Choose the number that best describes your assessment of overall staff behavior in the milieu.

1
2
3
4
5
6
7
 Never Rarely Sometimes Often All of the Time

	1	Staff have an attitude of "the child is doing the best they can" rather than believing the child is acting intentionally (i.e. "he is acting up because he wants to;" "she's not motivated;" "if he can choose to act up, he can choose not to")
	2	Staff explore the problem (i.e. "what's going on?, what's wrong?") rather than immediately speaking to the child about consequences.
	3	Staff engage in active listening with children (i.e. listen carefully, restate the problem, empathize with feelings and needs).
	4	Staff avoid comments that could be shaming to a child (i.e. insist child do things that stretches his/her ability too much; isolate child: scold in front of peers).
	5	Staff avoid power struggles with children (i.e. arguing with child, proving child wrong).
	6	Staff refer to children in descriptive ways rather than using negative labels (i.e. manipulative, borderline, troublemaker).
	7	Staff value flexibility in managing behavior rather than strict following of rules.
	8	When a child is upset, staff mainly work to help the child calm down.
	9	Staff try to avoid restraint and seclusion of a child. They do not use restraint to get a child to follow the rules, stop property damage, and/or cut off a discussion with a child.
	10	Staff talk with their peers and supervisors about their strong positive and negative reactions to clients and doing this kind of work.
	11	Staff ask peers for help, or allow peers to help, when they get stuck trying to manage a child's behavior.
	12	Treatment team members work well as a team (ie. manage conflict, care for each other, avoid splits such as therapist/direct care worker splits)