

### Assessment of Program Practices Tool (APT) – Quality Program Practices by Skill Outcome

#### Building Positive Relationships with Peers

Quality Program Practice	APT Quality Domain
<p><b>Peer interactions have a positive affective tone; youth appear to enjoy each other's company.</b> (Ex: Youth mix freely, lots of smiling, laughing, playful exchanges.)</p> <p><b>Youth listen to each other.</b> (Ex: Show interest, ask follow up questions.)</p> <p><b>Youth cooperate with each other.</b> (Ex: Share materials/space, help each other, take turns, compromise.)</p> <p><b>Youth are kind and respectful of each other.</b> Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured.)</p> <p><b><u>When minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention.</u></b> (Ex: Youth try to work things out on their own; listen to a peers' point of view, stay calm, willing to make compromises.)</p>	<p><b>Informal Time: Youth Items (5/8 Practices)</b></p>
<p><b>Peer interactions have a positive affective tone; youth appear to enjoy each other's company.</b></p> <p><b>Youth listen to each other.</b></p> <p><b>Youth cooperate with each other.</b></p>	<p><b>Peer Relations (3/3 Practices)</b></p>
<p><b>Youth are kind and respectful of each other.</b> Youth treat each other as individuals and equals. (Ex: Playful banter is always good natured.)</p> <p><b><u>When minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention.</u></b></p>	<p><b>Overall Ratings of Social-Emotional Environment (2/6 Practices)</b></p>

### Survey of After-School Youth Outcomes, Youth Survey (SAYO Y) – Student Experience Items by Skill Outcome

#### Building Positive Relationships with Peers

Student Experience Item	SAYO Y Program Experience Domain
<p><b>At this program, how do kids get along?</b></p> <ol style="list-style-type: none"> <li>Are kids here friendly with each other?</li> <li>Does a lot of unwanted teasing go on here?</li> <li>Do teens here treat each other with respect?</li> </ol> <p><b>What is it like for you at this program?</b></p> <ol style="list-style-type: none"> <li>Do you have a lot of good friends here?</li> <li>If you were upset, would other kids here try to help you?</li> <li>Do the other kids here listen to you?</li> </ol>	<p><b>Youth Perceive Supportive Social Environment (6/6 Items)</b></p>
<p><b>How else has this teen program helped you?</b></p> <ol style="list-style-type: none"> <li>Coming here has helped me feel good about myself.</li> <li>Coming here has helped me to make new friends.</li> </ol>	<p><b>Youth Believe Program Has Helped Social/Personal Skills (2/3 Items)</b></p>

**Assessment of Program Practices Tool (APT) – Quality Program Practices by Skill Outcome**

**Building Positive Relationships with Adults**

Quality Program Practice	APT Quality Domain
<p><b>Staff greet/acknowledge youth as they arrive.</b> (Ex: Staff stand at entrance and greet each youth with a hello, slap hands, “how’s it going?”, refer to youth by name.)</p> <p><b>Staff engage in friendly verbal exchanges with youth.</b> Staff show interest in youth as individuals (Ex: Staff make a point of connecting with all youth—talk about youth’s interests, solicit youth’s thoughts and opinions on a topic, ask about youth’s day or something they made.)</p>	<p><b>Arrival Time (2/4 Practices)</b></p>
<p><b>Staff consistently use a neutral (or positive) tone of voice.</b></p> <p><b>Staff treat youth respectfully, assume best intentions.</b> (Ex: Staff pull youth aside to discuss their behavior in private and hear youth’s point of view.)</p>	<p><b>Transition Time (2/7 Practices)</b></p>
<p><b>Staff-youth interactions are positive and respectful.</b> (Ex: Staff and youth enjoy being together, and always treat each other with kindness and respect even during disagreements.)</p> <p><b>Staff engage in friendly verbal exchanges with youth.</b></p> <p><b><u>When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</u></b> Staff intervene quickly and facilitate youth-youth conflict resolution.</p>	<p><b>Informal Time: Staff Items (3/4 Practices)</b></p>
<p><b>Staff consistently use a neutral (or positive) tone of voice.</b></p> <p><b>Staff treat youth respectfully, and assume best intentions.</b> (Ex: Staff pull youth aside to discuss their behavior in private; hear youth’s point of view.)</p>	<p><b>Staff Positively Guide Youth Behavior (2/7 Practices)</b></p>
<p><b>Staff engage in friendly verbal exchanges with youth.</b></p> <p><b>Staff encourage individual youth.</b> (Ex: “I like your thinking,” “I noticed that you are really taking your time on this project,” “You can do it—give it another try.”)</p> <p><b>Staff exhibit appropriate, professional conduct around youth.</b></p> <p><b>Staff listen actively, attentively and patiently to youth.</b> (Ex: Look at youth when speaking, give youth time to express themselves, summarize back what they heard youth saying.)</p> <p><b><u>When youth ask for help, staff provide individualized assistance to youth.</u></b> Staff take time to really understand and focus on individual youth needs. (Ex: Answer questions, explain how to do something.)</p> <p><b><u>When an individual youth is having a problem or is upset, staff pay attention and try to help him/her.</u></b> (Ex: When a youth has accidentally broken his/her project and is upset, staff offer comfort; stay and help youth calm down.)</p>	<p><b>Staff Build Relationships &amp; Support Individual Youth (6/6 Practices)</b></p>

**Assessment of Program Practices Tool (APT) – Quality Program Practices by Skill Outcome**

**Building Positive Relationships with Adults (continued)**

Quality Program Practice	APT Quality Domain
<p><b>Youth show interest in staff; seek out positive contact/interactions.</b> (Ex: Youth show staff something they made, initiative friendly verbal or physical interaction, stand close to staff when talking.)</p> <p><b>Youth are cooperative with staff's requests or directions.</b> Youth comply or negotiate easily with staff.</p> <p><b>Youth listen attentively to staff.</b> (Ex: Youth make eye contact, don't interrupt, ask follow up questions.)</p>	<p><b>Youth Relations with Adults (3/3 Practices)</b></p>
<p><b>Staff-youth interactions are positive and respectful.</b></p> <p><b><u>When negative or disrespectful peer interactions occur (that are not resolved constructively by youth), staff intervene.</u></b></p>	<p><b>Overall Ratings of Social-Emotional Environment (2/6 Practices)</b></p>

**Survey of After-School Youth Outcomes, Youth Survey (SAYO Y) – Student Experience Items by Skill Outcome**

**Building Positive Relationships with Adults**

Student Experience Item	SAYO Y Program Experience Domain
<p><b>What are the teachers and staff members like at this program?</b></p> <ol style="list-style-type: none"> <li>1. Is there an adult here who is interested in what you think about things?</li> <li>2. Is there an adult here you can talk to when you are upset?</li> <li>3. Is there an adult here who helps you when you have a problem?</li> <li>4. Is there an adult here who <u>you</u> will listen to and respect?</li> </ol>	<p><b>Students Believe They Have a Supportive Adult (4/4 Items)</b></p>

**Assessment of Program Practices Tool (APT) – Quality Program Practices by Skill Outcome**

**Teamwork**

Quality Program Practice	APT Quality Domain
<b>Activity offers youth opportunities to work collaboratively in pairs, groups or as part of a team.</b> Youth are actively engaged in group collaboration for more than half of the time. (Ex: Youth negotiate, compromise, clarify roles, make joint decisions.)	<b>Nature of Activity (1/4 Practices)</b>
<b>Youth listen to each other.</b> (Ex: Show interest, ask follow up questions.)  <b>Youth cooperate with each other.</b> (Ex: Share materials/space, help each other, take turns, compromise).	<b>Peer Relations (2/3 Practices)</b>
<b>Program day offers balance of group sizes.</b> (Ex: Some time in large groups, some small, clear parts of the day to be alone or with just one or two friends.)	<b>Overall Ratings of Program Schedule &amp; Offerings (1/5 Practices)</b>
<b>When minor conflicts occur, youth are able to problem-solve together to resolve conflicts without adult intervention.</b> (Ex: Youth try to work things out on their own; listen to peer’s point of view, stay calm, willing to make compromises.)	<b>Overall Ratings of Social-Emotional Environment (1/6 Practices)</b>

**Survey of After-School Youth Outcomes, Youth Survey (SAYO Y) and/or Youth Experiences Survey (YES)  
– Student Experience Items by Skill Outcome –**

**Teamwork**

Student Experience Item	YES Program Experience Domain
<p><b>Please rate whether you have had the following experiences in your program.</b></p> <ol style="list-style-type: none"> <li>1. Learned that working together requires some compromising.</li> <li>2. Became better at sharing responsibility.</li> <li>3. Learned to be patient with other group members.</li> <li>4. Learned how my emotions and attitude affect others in the group.</li> <li>5. Learned that it is not necessary to like people in order to work with them.</li> <li>6. I became better at giving feedback.</li> <li>7. I became better at taking feedback.</li> </ol>	<b>Teamwork (7/7 Practices)</b>

**Assessment of Program Practices Tool (APT) – Quality Program Practices by Skill Outcome**

**Communication**

Quality Program Practice	APT Quality Domain
<p><b>Staff ask open-ended questions to facilitate youth reflection <i>during</i> the activity.</b> Staff probe and extend youth’s thinking, help youth make connections, encourage youth to focus on and share what they are learning. (Ex: What do you notice about the seeds that have germinated? How do you think it would have been different with less sunlight?)</p> <p><b>At the end of the activity period, staff engage youth in a structured time for feedback and reflection on the activity.</b> Staff engage youth in an extended discussion (or individual reflection time) about the activity, their feedback, and/or what they learned.</p>	<p><b>Staff Promote Engagement &amp; Stimulate Thinking (2/7 Practices)</b></p>
<p><b>Staff engage in friendly verbal exchanges with the youth.</b> Staff show interest in youth as individuals. (Ex: Staff make a point of connecting with all youth— talk about youth’s interests, solicit youth’s thoughts and opinions on a topic, ask about youth’s day or something they made.)</p> <p><b>Staff listen actively, attentively, and patiently to youth.</b> (Ex: Look at youth when speaking, give youth time to express themselves, summarize back what they heard youth saying.)</p>	<p><b>Staff Build Relationships &amp; Support Individual Youth (2/6 Practices)</b></p>
<p><b>Youth show interest in staff; seek out positive contact/interactions.</b> (Ex: Youth show staff something they made, initiate friendly verbal or physical interaction, stand close to staff when talking.)</p> <p><b>Youth listen attentively to staff.</b> (Ex: Youth make eye contact, don’t interrupt, ask follow up questions.)</p>	<p><b>Youth Relations with Adults (2/3 Practices)</b></p>
<p><b>Youth are busy and engaged in conversation or activities.</b> All youth are constructively engaged throughout the activity.</p>	<p><b>Youth Participation in Activity Time (1/5 Practices)</b></p>
<p><b>Youth listen to each other.</b> (Ex: Show interest, ask follow up questions.)</p>	<p><b>Peer Relations (1/3 Practices)</b></p>