### FACE SYSTEM

### POINT SHEET- ACHIEVEMENT

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| **Name**: (First & Last) | **System** (check off)**: Achievement**  **Daily Difference: 300 points (to earn privileges)** |
| Privileges Earned Yes  No  Beginning/ Date: Day: Time: | |
| During the Achievement phase you have the opportunity to engage with staff in negotiating your points to obtain privileges for the next 24 hours. Achievement phase gives you an occasion to use the points you have negotiated to receive additional special privileges. | |

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| **Behavior Expectations** | | **Observation/Documentation of behavior**  **[+, O / YCW Initial]** | | | | | | |
| **ASSESSMENTNT** | Showing Respect. |  |  |  |  |  |  |  |
| Learn and follow the program rules. |  |  |  |  |  |  |  |
| Remain free of verbal and physical outbursts or altercations. |  |  |  |  |  |  |  |
| Demonstrate the skill of “Asking for Permission.” |  |  |  |  |  |  |  |
| Practice and use the BASIC Curriculum/Social Skills. |  |  |  |  |  |  |  |
| **DAILY** | Participate appropriately at the scheduled program meetings and activities. |  |  |  |  |  |  |  |
| Identify feelings associated with anger management and learn strategies to use. |  |  |  |  |  |  |  |
| Respond to staff by doing what is asked |  |  |  |  |  |  |  |
| Be responsible for yourself and do not intrude into others conversations and issues. |  |  |  |  |  |  |  |
| Demonstrate the skill for “How to Accept No for an Answer.” |  |  |  |  |  |  |  |
| **ACHIEVEMENT** | Negotiating with others |  |  |  |  |  |  |  |
| Participating in activities |  |  |  |  |  |  |  |
| Self-correcting own behaviors |  |  |  |  |  |  |  |
| Volunteering |  |  |  |  |  |  |  |
| Suggesting an activity |  |  |  |  |  |  |  |
| Being an appropriate role model |  |  |  |  |  |  |  |
| Maintaining an appropriate appearance |  |  |  |  |  |  |  |
| Caring for own belongings |  |  |  |  |  |  |  |
| Differentiating friends from acquaintances |  |  |  |  |  |  |  |
| Reporting other youths’ behavior (peer reporting) |  |  |  |  |  |  |  |
| Making positive statements about others |  |  |  |  |  |  |  |
| Using leisure time |  |  |  |  |  |  |  |
| Asking for advice |  |  |  |  |  |  |  |
| Accepting decisions of authority |  |  |  |  |  |  |  |
| Resolving conflicts |  |  |  |  |  |  |  |
| Using structured problem-solving (SODAS) |  |  |  |  |  |  |  |
| **Total-up Staff Signature:** | | | **Points negotiated:** | | | | |

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| Making changes to YCW documentation will result in loss of achievement status. |

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| At least half of the behavior expectations must come from the achievement phase behavior expectations each day. |

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| If privileges are not earned, 300 points-daily difference, the points negotiated may be deposited in the Achievement Bank. |

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| **Sub system**:  Achievement phase participants demonstrating behaviors that result in sub system will return to daily phase. |

**Achievement Social Skills**

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| **Negotiating with others**  1. Calmly explain your viewpoint to the other person.  2. Listen to the other person’s ideas.  3. Offer an alternative or option that is mutually beneficial.  4. Give rationales for opinions.  5. Together choose the best alternative.  6. Thank the person for listening. | **Asking for advice**  1. Identify a person who is qualified to give you advice.  2. Ask the person if he or she has time to talk.  3. Specifically describe the situation in which you need help.  4. Listen closely to the advice.  5. Thank the person for his or her time.  6. If the advice appears useful, implement the suggestions. |
| **Resolving conflicts**  1. Approach the situation calmly and rationally.  2. Listen to the other people involved.  3. Express your feelings appropriately and assertively.  4. Acknowledge other points of view.  5. Show that you are willing to negotiate and compromise.  6. Help arrive at a mutually beneficial resolution.  7. Thank the other person (or people) for cooperating. | **Using leisure time**  1. Engage in leisure activities when tasks are completed and with permission.  2. Choose activities that are age-appropriate, healthy, and productive.  3. Develop new interests and hobbies whenever possible.  4. Avoid delinquent or gang-related activities.  5. Limit your TV, computer, and videogame time.  6. Look at resources in the community for entertainment and fun. |
| **Using structured problem-solving (SODAS)**  1. Define the problem Situation.  2. Generate two or more Options.  3. Look at each option’s potential Disadvantages.  4. Look at each option’s potential Advantages.  5. Decide on the best Solution. | **Participating in activities**  1. Appropriately request or accept to be a part of an activity.  2. Cooperate with others in the group, such as allowing others to take their turns.  3. Use a pleasant voice when talking to others.  4. Remember to accept losing or winning appropriately. |
| **Accepting decisions of authority**  1. Look at the person.  2. Remain calm and monitor your feelings and behavior.  3. Use a pleasant or neutral tone of voice.  4. Acknowledge the decision by saying “Okay” or “Yes, I understand.”  5. If you disagree, do so at a later time.  6. Refrain from arguing, pouting, or becoming angry. | **Making positive statements about others**  1. Try to notice or find out positive things or events about others.  2. Use a clear, enthusiastic tone of voice.  3. Praise a specific trait or ability of the other person, or congratulate him or her on a recent accomplishment.  4. Don’t say anything that would invalidate your compliment, such as “It’s about time....” |
| **Differentiating friends from acquaintances**  1. For each person you know, think about how long you have known him or her.  2. Identify the activities you may engage in with each friend or acquaintance.  3. Share personal information only with people you know as close friends.  4. Avoid compromising situations with people you have known for only a short time. | **Self-correcting own behaviors**  1. Monitor your behaviors during difficult or stressful circumstances.  2. Notice the effects your behaviors have on other people. Notice their response to what you say.  3. Instruct yourself to correct behaviors that appear to make others uncomfortable.  4. Use new behaviors and note their effects.  5. Continue to make adjustments, as necessary.  6. Reward yourself for correcting your own behaviors. |
| **Volunteering**  1. Look at the person.  2. Use a clear, enthusiastic voice tone.  3. Ask to volunteer for a specific activity or task.  4. Thank the person and check back when the task is completed. | **Suggesting an activity**  1. Get the other person’s attention.  2. Suggest a specific activity or project to engage in.  3. Give rationales for your ideas.  4. Listen to the other person’s opinions. |
| **Being an appropriate role model**  1. Identify a situation that requires you to appropriately model behavior for peers.  2. Engage in positive interactions with adults or peers. Initiate only appropriate conversation topics.  3. Refrain from inappropriate language, sexual behavior, delinquency, bullying, etc.  4. Correct peer behavior in a positive, constructive manner.  5. Remember that inappropriate role-modeling can negatively affect others. | **Maintaining an appropriate appearance**  1. Use appropriate daily hygiene skills (deodorant, groomed hair, etc).  2. Choose clean clothing that will match your day’s activities and the dress code.  3. Use a moderate amount of make-up, perfume, or cologne.  4. Ask for advice if you are unsure what is proper.  5. Maintain your appearance throughout the day (hair combed, pants pulled up, etc.). |
| **Caring for own belongings**  1. Use your own property as it is supposed to be used or according to instructions, do not lead to anyone else.  2. Avoid needlessly tearing, writing on, or breaking your possessions.  3. When you’re done, return possessions to the appropriate place.  4. If something gets broken, tell an adult. | **Reporting other youths’ behavior (peer reporting)**  1. Find the appropriate adult or authority figure.  2. Look at the person. Use a clear, concerned voice tone.  3. State specifically the inappropriate behavior you are reporting.  4. Give a reason for the report that shows concern for your peer.  5. Truthfully answer any questions that are asked of you. |