

Learning Outcomes

- Importance of defining and communicating the "essentials" of your program's activities, participants, and outcomes
- Strategies and tools for avoiding unnecessary departures
- Strategies and tools for making necessary departures as obvious, efficient, painless, and beneficial as possible

Pair Share: Find a partner from a different organization and share stories

An experience where you kept a participant too long – where earlier removal would have benefited all involved





Clear Program Goals and Expectations

- What should the program look like and include?
- What knowledge and skills do staff have?
- What is optional, and what is essential for program success? Activities, Physical/Social Environment, Program Goals/Outcomes



Essential Eligibility Criteria

 Describe the functions a participant must be able to do in order to be successful

EXAMPLES:

- Can hike on uneven terrain, including off trail, for up to 7 miles and up to 2,000 feet of elevation change with a backpack up to 45 lbs.
- Can understand and follow instructions, including when staff are not present

Non-Negotiables & Decision-making

- Know what behavior/actions require immediate expulsion
- Get specific and detailed
- Know who makes the decision for removal



Communicating Expectations



- Are staff, families, and participants all getting the same message?
- Is marketing selling the product you are providing?
- Do staff know who they are expected to be able to serve?



Invest in Group Development and Belonging

- Welcome, include, and invest participants in the experience
- Names, touch (appropriate and comfortable), eye contact, having fun (or "fun") together, shared experiences
- Sharing of personal stories, knowledge, strengths, and skills
- Group agreements

Don't prioritize getting "things" done!

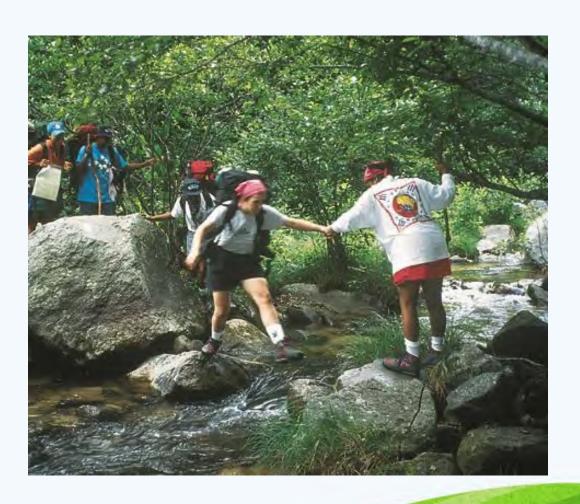


Equity and Inclusion: Self-Reflection and Audits

- **Assumptions:** Who was the program designed for? What knowledge, skills, or values does the program assume?
- Relevance: How does what you are doing connect to where your participants are coming from? What opportunities do they have to incorporate their own values, decisions, and life experience?
- **History:** What events, patterns, and trends have happened with participant removal or dissatisfaction in the past?

Equity and Inclusion: Supporting Participants

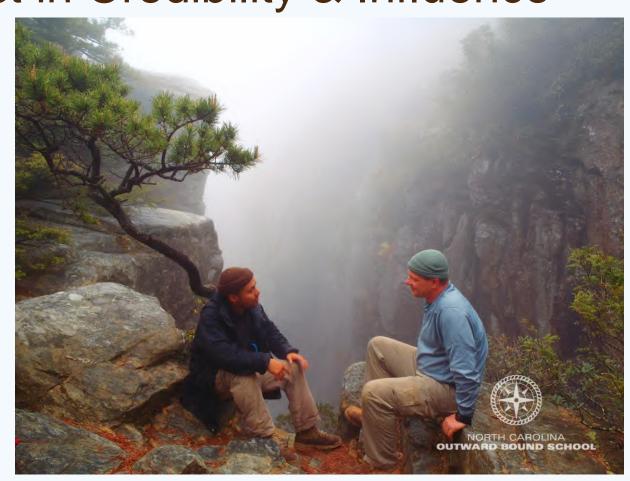
- Population Knowledge
- Strengths-based Instruction
- Personal/Community Relevance
- Trauma Informed Practices:
 - Safety & Structure
 - Trustworthiness and Transparency
 - Support & Connections
 - Empowerment/voice/choice



Rapport Building: Invest in Credibility & Influence

Key Principles:

- Tone Universal positive regard
- Attention
- Mutual Engagement
- Tools:
 - One-on-ones
 - Active care
 - Appropriate structure



Predictable Challenges



Common Issues

- Homesickness
- Motivation
- Response to challenge

Psychological/Social Conditions

- Depression
- Anxiety
- Self-harm
- Suicide ideation

Bias



Level 1: Early Recognition and Response

- Warning Signs: Disengagement, difficulty acclimating, negative behavior, pushing boundaries
- Leverage Rapport: One-on-ones, continue to invest, universal positive regard (separate behavior from person)
- Clarify Expectations: For participants, staff, and parents (What must happen for you to stay? If XXX happens, it's time to leave)
- Intervention Tools: Meet needs! Information from families, group tools (e.g., daily restore, group agreements), behavior agreements/contracts, goal setting/revisiting

Level 2: "Last chance" and preparing for departure

- Clarifying/refining expectations Staff, supervisors, participants, and parents should all know what is expected to stay and what will prompt removal
- Importance of consequences Positive and negative, natural and/or logical
- Laying the groundwork for exit No surprises, set realistic timelines and time goals, be aware of logistics

Game Over: Leaving is NOT failure

- Framing Separate behavior from person, leaving early does not preclude learning, growth, and relationships
- Communication Best option, not "failure". Don't negotiate once the decision has been made.

Closure:

- Modified graduation or completion ceremony
- Reflection activities
- Exit interview/questionnaire
- Communication of learning and success to participant and/or family
- Keep upholding expectations until departure
- Re-Calibrating after departure Framing to group, revisit and utilize structures, expectations, and group agreements



Create your own reality

Group up with anyone here from your own organization

Create your own response matrix

- Participants
- Program design
- Program goals/essentials
- Staff knowledge, skills, and experience
- Program history and resources



Time Period	Issues	Interventions	Supervisor Notes
Pre-program	Pre-existing conditions, low	Research conditions, medications,	Ensure Instructors have made reasonable
	motivation, cultural	etc. Intentional planning both for	predictions of needs/concerns and made a
	challenges, history of	group as a whole and targeted for	proactive plan for each one. Ensure there is
	behavioral issues	individual needs/concerns	rapport-building, structure, & group development
	1		plans
Early in program	Disengagement, trouble	Early one-on-ones, follow through	Group visit in first 72 hours. Check-in with
	acclimating to social or	on plans, good structure, recognize	instructors on building rapport, establishing good
	physical challenges,	early warning signs, and manage	structure, and providing appropriate support.
	behavioral issues	group culture.	Keep an eye on potential DEI issues.
			1 st parent contact asking for resources/support for
			student.
First response	Non-participation, asking to	Behavioral contracts, meeting	Review Course Log and ensure documentation and
1	go home, behavior requiring	student needs, Supervisor support	communication is adequate.
	intervention	for ideas and strategies. Utilize	1 st /2nd call to parents: share struggles and get
		consequences (including positive!).	information, letters of support, and strategies.
			Remind parents of expectations for participation.
			Ensure Instructors know terms of student
			staying/leaving
2 nd response	Ongoing non-participation,	Direct supervisor involvement in	2 nd / 3 rd call to parents. Update on events,
	motivation, or behavioral	discussions, behavioral contracts,	additional information gathering. Lay groundwork
	issues	and other intervention strategies.	for exit – clear consequences. Ensure Instructors,
		Clarify and refine consequences.	family, and student know terms of student
			staying/leaving.
Decision to	Ongoing or severe issues that	Clear expectations for remainder of	parents and update on actions and arrange
remove	imperil program safety or	time under NCOBS supervision. Deal	transportation. Do not negotiate once decision to
	quality	with paperwork and belongings	remove has been made.
		(don't forget to return medications).	
Post-removal	Potential effects of removal	Deal with effects on group. Revisit	Complete all paperwork. Complete Incident
	on group, customer service	tone-set & group agreements as	Report, including detailed timeline and analysis.
	complaints, communication of	needed. Complete documentation	Follow up if necessary or if additional information
	incident across the	(Incident Report).	is discovered
	organization		

Time Period	Issues	Interventions	Supervisor Notes
Pre-program			
Early in			
program			
First response			
2 nd response			
z response			
Decision to			
remove			
Post-removal			



Remember...

- There are "successful" removals
- The same strategies that reduce removals, also reduce the harm and difficulty when there is a removal
- Successful removal starts before participants show up and continues after they leave

Reflection: Choose a prompt or two and journal or reflect silently

- What patterns have you noticed about who ends up leaving early from your program? Why might those patterns exist?
- What knowledge and skills do you and your co-workers have that support successful early departures? What additional skills or knowledge do you want or need?
- What is a tool, structure, or strategy that you might implement in your program to improve the removal process?

Thank You! (now go away)

