

EIELSON YOUTH PROGRAMS
SPORTS FITNESS AND OPEN RECREATION DEPARTMENT
VOLUNTEER COACH APPLICATION

Name: _____ Date of Birth: _____

Email: _____ Place of Birth: _____

Home Phone: _____ Work Phone: _____

Address: _____ Deros: _____

Unit: _____ Duty Address: _____

Emergency Contact:(NAME/PHONE): _____

SPORTS COACHING PREFERENCE

Aerobics	Archery	Basketball	Cheerleading
Curling	Cycling	Exercise	Fishing
Football	Marathon	Ski	Swimming
Tennis	Track & Field	Volleyball	Wrestling

SPECIAL ACTIVITY PREFERENCES

Dances	Seasonal Event	Mini Lock In	Carnivals
Bar-B-Ques	Speciel Events	Other _____	

Are you a NAYS certified coach? Y/N

Are you CPR and First Aid Certified? Y/N

If yes: Date of NAYS Certification? (mm/dd/yy): _____

First Aid, CPR (mm/dd/yy) _____

I understand that as a Youth Volunteer Coach, I am required to attend a NYSCA certification clinic and that a background check will be conducted. I also certify that I have not been arrested for or convicted of child abuse or neglect. Lastly, the Privacy Act of 1974 requires that I authorize access to my private records. Without my written authorization, I understand you will be unable to initiate an inquiry on me.

Signature _____ Date _____

Professional References (required):

Name: _____ Phone: _____ Email: _____

Name: _____ Phone: _____ Email: _____

First Sergeant: _____ Email: _____

ROLE OF THE YOUTH PROGRAMS VOLUNTEER

Volunteer Standards: as a volunteer for Eielson Youth Programs the expectation is that all coaches, contractors, staff, and volunteers adhere to the following:

- Contract volunteers will learn and use every child's name and use positive praise and direction, rather than criticism, to develop skills.
- Contract volunteers will provide each child with comparable time, regardless of skill or ability.
- Contractor volunteers must be able to teach and demonstrate skills associated with the sport they are teaching.
- Volunteers must be able to establish and maintain a safe, positive environment.
- Volunteers provide firm, fair, and consistent guidance and discipline.
- Volunteers make a positive impact on every child's sense of competence and self-esteem.
- Volunteers serve as positive role model for youth.
- Volunteers teach fundamentals, with an emphasis on learning skills.

The importance of YOUR role: The time you spend teaching youth a new skill has many benefits for them. Instructional classes can create many opportunities for both physical and social skills. These benefits will not be provided by the participation in an activity alone. The positive benefits can only be provided to a child when positive experiences are fostered by all involved in the participation. If a child has a negative experience while participating, the positive benefits may be lost and replaced by harmful effects.

Volunteer

Date

EIELSON YOUTH SPORTS VOLUNTEER COACH POSITION DESCRIPTION

- TITLE:** Volunteer Coach
- DESCRIPTION:** Coach of a co-ed team between the ages of 5 and 18. You will be considered a role model for all athletes assigned to your team; therefore, sportsmanship, fair play, adherence to all rules and by-laws, and 100% commitment are required.
- RESPONSIBILITIES:** Plan, organize, and conduct practices and games.
Direct Assistant coaches and team parents.
Teach your players the fundamentals of the sport.
Encourage the involvement of the parent(s) in the sport.
Schedule and conduct necessary meetings, e.g., Parent Meetings, End-of-Season Party, etc.
Provide a safe and fun environment for the children.
Learn, understand, and comply with league rules (by-laws), policies, and procedures.
Ensure the minimum playing time is met for each participant.
Encourage teamwork and sportsmanship and adhere to Youth Center non-competitive policies.
Attend all league meetings and training.
- REQUIREMENTS:** Successfully complete all necessary paperwork (Coach's Application, AF Form 2040, and Consent to Release Records for IRC).
Attend Initial Coaches' Meeting & Training, as well as other Coaches' Meetings
Successfully complete the NAYS Coaches' Certification Training
Provide Youth Center with copy of CPR and First Aid Certifications.
- INFORMATION:** As a volunteer coach for Eielson Youth Programs, you are considered, essentially, an extension of the staff. You must conduct yourself in a professional manner and remember that youth sports are for the kids. You should expect to receive adequate training to make your experience as a volunteer coach an enjoyable one.

I certify that I have read and understood the above job description for a youth sports league coach and that I accept the terms of the job description.

Applicant's Signature

Name (Printed)

Date

Coach's Code of Ethics

I hereby pledge to live up to my certification as an NAYS Coach by following the NAYS Coaches' Code of Ethics.

- I will place the emotional and physical well-being of my players ahead of a personal desire to win.
- I will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
- I will do my best to provide a safe playing situation for my players.
- I will promise to review and practice the basic first aid principles needed to treat injuries of my players.
- I will do my best to organize practices that are fun and challenging for all of my players.
- I will lead by example in demonstrating fair play and sportsmanship to all my players.
- I will provide a sports environment for my team that is free of drugs, tobacco, and alcohol. I will refrain from their use at all youth sports events.
- I will be knowledgeable in the rules of each sport that I coach, and I will teach these rules to my players.
- I will use those coaching techniques appropriate for each of the skills that I teach.
- I will remember that I am a youth sports coach, and that the game is for children and not adults.

Coach's Signature

Date

**EIELSON YOUTH PROGRAM
STATEMENT OF CONFIDENTIALITY**

As required in the Air Force Instructions (AFI), confidentiality must be maintained at all times to protect the integrity of the programs and the privacy of all individuals involved. As stated in the AFI's, the following guidelines must be followed:

1. Staff/Volunteers must keep information about children, families, and other staff confidential.
2. Staff/Volunteers should not comment about children, families, or other staff in the presence of other adults or children.

Questions concerning situations that may involve confidentiality should be addressed with the program Director.

I understand that failure to maintain confidentiality may result in disciplinary action up to and including termination.

Staff/Volunteer Signature _____ Date _____

Director/Trainer Signature _____ Date _____

CHILD ABUSE REPORTING PROCEDURES FOR YOUTH PROGRAMS VOLUNTEERS

If you suspect child abuse, your responsibility is to report, not investigate.

What to do?

-Report suspicions verbally and in writing to the director or the director's designee.

-In turn, the director reports verbally and in writing to the Flight Chief, Family Advocacy, and MAJCOM child development specialists with 24 hours of initial allegations.

-If the allegation is against a Youth Programs staff member will immediately be removed from the Youth Program (put on leave or detailed to an activity where the individual has no contact with children or families.)

Trina Good
Chief, Family Member Programs

Reporting of Child Abuse and Neglect

All employees of Federal Youth/Child Programs are MANDATORY REPORTERS!

Caregivers at Eielson Youth Programs report verbally and in writing to the center director.

CAREGIVER>DIRECTOR>FAMILY ADVOCACY>
FLIGHT CHIEF>PACAF>RANDOLPH AFB

The Eielson Youth Programs has a form for caregivers to use in reporting abuse to the director. This form documents indicators of abuse that have been observed. Please review this form.

I understand that failure to report suspected child abuse could result in disciplinary actions up to and including termination.

VOLUNTEER SIGNATURE _____ DATE _____

DIRECTOR/TRAINER SIGNATURE _____ DATE _____



AIR FORCE CHILD AND YOUTH PROGRAMS POSITIVE GUIDANCE AND APPROPRIATE TOUCH INSTRUCTIONAL GUIDE

September 2013

1. **TRAINING OBJECTIVE:** To assist Child and Youth Programs (CYP) personnel (CYP staff and managers, Family Child Care (FCC) providers and coordinators, contract workers and volunteers) in building relationships with children/youth through appropriate adult-to-child interactions.
2. **PURPOSE:** To outline appropriate adult-to-child interactions in CYP.
3. **OVERVIEW:**
 - a. Children/youth need guidance from adults to keep them safe, encourage development of self-control, self-reliance and respect for the rights of others. These skills are crucial to their future success as adults. Guidance of child/youth behavior is ongoing and requires skill and patience.
 - b. For guidance to be most successful, it needs to occur in the context of a caring and supportive relationship. It's important that the CYP personnel get to know and understand the child/youth's typical behavior. Effective guidance takes place when children/youth know and trust adults caring for them and the adults show children/youth their concern for them is unconditional.
 - c. CYP personnel must recognize children/youth as individuals and respect differing abilities, temperaments, activity levels, and developmental characteristics. No one specific guidance technique will work for every situation; therefore approaches will need to be adapted for each child/youth.
 - d. Touch is as necessary as food or water for children/youth to thrive and grow physically, cognitively, socially, and emotionally. Appropriate touch respects the personal privacy and space of children/youth; is nurturing (hugs, giving high-fives, etc.); keeps children/youth safe (separating physically conflicting children/youth, examining cuts/bruises/unusual marks, administering first aid to injuries); and assists with hygiene (face and hand washing, diaper changing, etc.). Remember, the age and individual needs and preferences of the child/youth should always be considered when determining if a touch is appropriate.
 - e. All CYP personnel must receive training on positive guidance techniques and appropriate touch and sign a written statement of understanding during New Employee/Provider Orientation. Annually thereafter, CYP personnel must receive training on positive guidance techniques and appropriate touch. All training is documented on the AF Form 1098, *Special Task Certification and Recurring Training*.

- f. Incidents of inappropriate guidance/touch are reported, using the *AF CYP Reportable Incidents Report Form*, to the Flight Chief, Family Advocacy, Squadron Commander/Director, Major Command Specialist/Installation Support Division, Air Force Personnel Center Directorate of Services Child and Youth Programs, and Headquarters United States Air Force Child and Youth Programs within 24 hours of occurrence.

4. APPROPRIATE GUIDANCE TECHNIQUES:

- a. **Consider Possible Reasons for Behaviors:** Behaviors are a form of communication. Due to the limited language and experiences of a child/youth, sometimes their actions speak louder than words. Avoid blaming the child/youth for the challenging behavior and look to identify the root cause of the behavior.
- b. **Listening:** An important element of communication is the ability to listen to the messages a child/youth is telling us. Adults should not only listen with their ears, but also “listen” with their eyes. Focus on body language, tone of voice, facial expressions, etc. to truly understand what children/youth are trying to communicate.
- c. **Understanding Development:** Knowing what to expect developmentally for children/youth helps to ensure adult expectations are appropriate. Knowing the ages of stages of child/youth growth and development helps adults ensure that they offer children activities and materials that are stimulating rather than frustrating. Children/youth gain competence and confidence in mastering tasks and facing challenges.
- d. **Providing Opportunities for Choices:** When appropriate, provide choices rather than directions to children/youth. Remember the developmental age of the child/youth when offering choices. Older children/youth do better with more open-ended choices (ex: “What would you like to do today?”), while younger children may need limited choices. (Ex: “It’s cold outside. Do you want to wear your sweater or your jacket?”)
- e. **Establishing Limits and Rules:** Create realistic and developmentally appropriate limits and rules which focus on taking care of “self, others and the environment and materials.” Involve children/youth in the development of rules and limits and communicate them clearly. Consider posting rules or scheduling a time to discuss/remind children/youth. Older youth and teens need clear limits with consequences other than expulsion. Youth and families should receive a copy of the program’s written code of conduct to ensure their understanding of expectations.
- f. **Anticipating and Preventing Challenging Behaviors:** Plan environments, activities, and projects based on the foundation of child/youth development. Use visual cues such as a schedule, sign-up sheet, rebus cards or pictures to reinforce expectations. Anticipate how children/youth may respond to certain stimuli or situations. Plan ahead to prevent problems.

- g. **Indirect Guidance:** Indirect guidance allows children/youth to know what the expectations are without a great deal of direction from adults. For example, if children/youth are given the opportunity to work the CD player, is there a way for them to know what an acceptable volume is? By simply marking a red line on the volume control, children/youth have a visual reminder about what is an acceptable volume.
- h. **Reinforcement:** Reinforce positive behavior using encouraging words. Be specific in your reinforcement and explain what the child/youth has done (ex. “You did a good job rearranging all of the art supplies. I really appreciate that you took the time organize the area.”) These words describe the actions the adult is praising instead of simply saying “Good job.”
- i. **Redirection:** Redirection is used to get a child/youth to “redirect” his/her thoughts or actions into a more appropriate activity. “You can run while you are on the playground. Do you want me to put some music on so you can dance?” “The locator board tells us the playground is full. I will keep my eye on the board and let you know when there is an open space. While you are waiting, there is a great cooking activity going on in the cafe.”
- j. **Intentional Environments:** The learning environment is an important and powerful teaching tool. If the environment is set up with the knowledge of how children/youth learn and develop, it can positively support teaching and learning. Staff/providers observing challenging behaviors should consider how the daily schedule, transitions, room arrangement or materials may be contributing factors.
- k. **Logical and Natural Consequences:** Consequences are positive or negative outcomes of an action. Natural consequences occur on their own. They are not controlled or manipulated by anyone, they simply just happen. For example: A child or youth who does not eat lunch is hungry later. Logical consequences are situations engineered by the person in authority and they are logically connected to the wrong. It is logical because it "fits" the offense. For example: If a child spills paint, it is not logical for him or her to have to leave the art area or to be lectured. These responses lack a follow-on connection to the occurrence. Cleaning the floor and refilling the container are both logical and educational. Children/youth that experience natural and logical consequences develop self-discipline and inner strength. They also learn to respect order because they see that following rules leads to better living as opposed to being in fear of punishment.
- l. **Conflict Resolution:** Conflict resolution is a time to find solutions, understand each person’s perspective and share feelings. It is not an opportunity to have one person win and the other lose. Conflict resolution is a very effective guidance tool because it allows children/youth to practice negotiation, compromise, listening skills, empathy, self-calming techniques and assertiveness without aggression.

- m. **Providing Language to Identify Expressions of Emotions:** One of the most important social/emotional development skills we can teach is helping a child/youth move from physical reactions to verbal responses that communicate their feelings/needs. They must be able to connect and communicate with others in order to be successful in current and future relationships. Younger children might have difficulty identifying a feeling and may benefit from prompting or exploring feelings. (Ex. Does that make you feel sad?)
- n. **Modeling Prosocial Behaviors:** CYP personnel promote prosocial behavior by interacting in a respectful manner with children/youth, families, and co-workers. Examples include: discussing behavioral challenges privately, ensuring each child/youth has the opportunity to contribute to the group, building a classroom/home community, assisting children/youth in conflict and countering bullying behaviors.
- o. **Be in Control without Being Overly Controlling:** Consistency is very important; however, it is equally important to have flexibility. Once in a while, it is OK to give in about the small stuff, provided that it is not something dangerous. For example, teens passionately expressing their opinion about procedures in the program, even when they are not the opinions of the adults, could result in a life skill regarding compromise and respecting differences. Drug and alcohol use, on the other hand, are non-negotiable. Know that sometimes the best response is to ignore a behavior.
- p. **Restraint:** As a last resort, restraint is used ONLY when children/youth are endangering themselves and/or others. Restraining a child/youth requires careful action by CYP personnel and should only be used when a child is unresponsive to all other guidance techniques. The intent of restraining is to keep a child/youth safe and to assist with calming the behaviors. It is critical for the CYP personnel to remain calm, use a soothing tone of voice, know when to call for assistance and ensure the child is not hurt.

5. INAPPROPRIATE GUIDANCE TECHNIQUES:

- a. CYP personnel never use threats or derogatory remarks about children/youth or their families.
- b. At all times, children/youth should be free from criticism, repression and punishment. Therefore, the following techniques are unacceptable for use by any adult (including parents) in CYP. NOTE: This list is not all-inclusive. Remember, any act that risks harming a child/youth physically or psychologically is not permitted in CYP.
 - Spanking, slapping, biting, hitting, pinching, yanking, shoving, shaking, pulling hair or any other form of physical abuse
 - Threats, name-calling, sarcasm, belittling, teasing or any other form of verbal abuse
 - Isolation away from adult contact/sight
 - Confinement in closets, boxes or similar places
 - Binding to restrain movement of mouth or limbs
 - Withholding or forcing meals, snacks, toileting, outdoor play experiences or rest time
 - Allowing children/youth to remain in soiled or wet clothing



- Intimidating a child with facial expression, tone of voice or a physical presence (ex. standing over them, finger pointing)
- Touching children/youth in uncomfortable or inappropriate ways, such as: tickling, kissing, forced goodbye hugs/kisses, fondling or touching genitals (except when necessary to clean a child who has soiled himself/herself)
- Coercion or other forms of exploitation of a child's lack of knowledge

6. BEHAVIOR SUPPORT PLANS:

- a. It might be time to consider a behavior support plan when children/youth display behaviors that are consistent, intense and/or put themselves or others at risk. The plan should include a mix of strategies which build relationships between the child/youth, staff and family, reduces the need for conflict, and teaches them to be successful in their relationships with others.
- b. A behavior support plan should be developed with the understanding that adults (including parents/guardians) in the life of the child/youth recognize the individual needs and challenges of the child/youth and are going to provide support and understanding to assist in their development of social and emotional skills. There will need to be changes and compromises in order for a plan to be effective. In addition, everyone will have to be accountable for trying new things. A good plan outlines everyone's responsibilities and provides the time for change to occur.
- c. CYP Managers and Training & Curriculum (T&C) Specialists support staff/providers, parents and children/youth by increasing observations, debriefs, and parent conferences to facilitate successful implementation of the plan, processes and strategies. Managers and T&Cs also play an essential role in obtaining outside resources to provide additional support such as the Military Family Life Consultant (MFLC), Kids Included Together (KIT), School Liaison Officers (SLO), Exceptional Family Member Program (EFMP) Coordinators and installation CYP Medical Advisor.

I have received training and understand I must follow the requirements outlined in the Air Force Child and Youth Programs Positive Guidance and Appropriate Touch Instructional Guide. I will receive annual training on positive guidance and appropriate touch. All training will be documented on the AF Form 1098, *Special Task Certification and Recurring Training*.



Printed Name

Date

Signature