
INCLUSION TRAINING GUIDE FOR JEWISH SUMMER CAMPS

A PROJECT OF



In Partnership with



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CHAPTER 9: Anticipating, Understanding, and Managing Behavior

Perhaps the best way to “manage” difficult behaviors is to know in advance what precipitants have historically led to such behaviors. For campers with autism, sudden changes in routine may lead to such behaviors. Some campers “melt down” when swimming is cancelled due to an unexpected thunderstorm, or when arts and crafts are cancelled for a play rehearsal. Or, a camper expecting to wear an item of clothing which she cannot find, since the laundry has not yet been returned, may exhibit an unexpected behavior. Very few camps, with the exception, perhaps, of camps who work with campers with aggressive behavior, are trained in or utilize restraints for camper safety. That said, all camps have situations where campers display behaviors that may become unsafe. There are times when a camper tantrum or melt down may require us to remove other campers from the area, remove potentially dangerous objects, or even hold the camper. As the useful resources below suggest, the camper’s behavior is a form of communication. We need to work hard to figure out what they are trying to communicate. Is it anxiety? Boredom? Sadness? Hunger? Hurt feelings? We can often plan ahead and create environments which pre-empt such behaviors and support success.

Behavior Identification and Planning Tool

Camper Name: _____ Date: _____ Age Group: _____

Staff: _____

KNOWLEDGE OF STRENGTHS/INTERESTS (RELATIONSHIP)

What are this young person's strengths and areas of interest? What do you know about him/her?

BEHAVIOR IDENTIFICATION

Describe the young person's observable behavior that you experience as disruptive/disturbing. Be specific. (What does it look like?)

Choose the ONE specific behavior that you want to reduce/eliminate and state it clearly below:

TRIGGERS, UNMET NEEDS, AND LAGGING SKILLS

Can this behavior be anticipated? If so, when, where, and with whom?

Mark the primary triggers, lagging skills or unmet needs that most influence this behavior below:

Structural	Relational	Lagging Skills	Unmet Needs
Difficulty w/transitions	Conflict with peers (Who?)	Lack of skill(s)	Lack of interest in subject matter
Time of Day	Conflict with adult(s)	Lack of challenge	Hunger/Sleepiness
Unstructured/down time	Peer relationships	Not understanding instructions/expectations	Feeling ignored/wanting attention
Long periods of sitting/focusing	Relationship with counselor	Learning disability	Wanting control/power.
Location/specific area in camp	Issues at home	Keeping track of materials/instructions	Difficulty slowing body down/lots of energy
Other:	Authority figures saying NO or making demands	Difficulty calming down when angry/upset	Lonely/isolated
	Other:	Asking for help	Other:
		Other:	

STRATEGIES FOR BEHAVIOR CHANGE

- What strategies/approaches have been used that are **NOT** effective with this young person?
- Mark the management techniques/strategies below that may be effective in minimizing this behavior.

BEHAVIORAL STRATEGIES AND INTERVENTIONS

Meet Needs	Teach Skills	Change Environment
<p>Create connections through regular 1-on-1 check-ins w/specific adult</p> <p>Express interest in young person/find out strengths and interests</p> <p>Reinforce positive behavior</p> <p>Get support from other adults who have relationship with young person</p> <p>Increase opportunities to engage in favorite/preferred activities</p> <p>Provide choices and identify options</p> <p>Other:</p>	<p>Explain the rationale for expectations</p> <p>Cultivate investment in behavioral change by clarifying how meeting expectations will help student</p> <p>Check for understanding of instructions/expectations</p> <p>Break down instructions step-by-step into achievable tasks</p> <p>Break down social skills into specific, core behaviors</p> <p>Use visual cues/schedules</p> <p>Provide individualized checklist</p> <p>Other:</p>	<p>Change student's seat or furniture configuration</p> <p>Clarify & Review bunk routines</p> <p>Implement routines for transitions</p> <p>Provide systems to organize/manage materials</p> <p>Introduce materials for quiet hands</p> <p>Use pre-established visual signals or code words</p> <p>Use "antiseptic bouncing" (provide break from activity)</p> <p>Provide a "home base/retreat" space</p> <p>Other:</p>
Increase Engagement	Respond, Reflect, Repair	

<p>Increase counselor enthusiasm/energy</p> <p>Engage camper in problem solving conversation</p> <p>Develop individual contract</p> <p>Use incentives based on camper interest to motivate change (When you _____ then you can_____.)</p> <p>Provide choices and/or alternative activities</p> <p>Give camper a job/responsibility/mentoring opportunity</p> <p>Arrange for camper to visit/work with other bunks</p> <p>Change schedule to build on preferred activities/interests</p> <p>Other:</p>	<p>Avoid confronting non-harmful behavior & address later</p> <p>Position yourself deliberately</p> <p>Confront camper privately in the moment</p> <p>Decode negative behavior into feelings and offer alternatives</p> <p>Allow camper space & time</p> <p>Develop a “calm down” routine</p> <p>Use W.O.W. to learn from and process conflict.</p> <p>Work with young person to identify consequences & rewards</p> <p>Other:</p>
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BEHAVIOR PLAN

What 2-3 strategies from above will the team use to support this student in changing the behavior of focus? Outline these below along with your concrete action plan for putting them into place.

Strategy	How? (Be concrete)	Who?	When?
1)			
2)			
3)			
Follow-up Plan			

(Ramapo for Children, NYC)

The Ramapo Toolbox: Creating Environments that Support Success

ROLE MODELING

Observational learning and role modeling are powerful teaching tools

- **Demonstrate community values and expectations.** Be consistent in modeling the expectations of your community. Follow the rules you set.
- **Be the thermostat not the thermometer.** Set the tone, don't reflect it. For example, if you want campers to be positive and engaged, smile and demonstrate that you are excited to be with them.
- **Match your voice and body language to your message.** Modulate your voice: soft tones are calming; firm tones are directive; loud tones may be experienced as angry. Be mindful of your posture and gestures.
- **Model social and emotional skills.** Demonstrate how to manage emotions such as anger, excitement, frustration and disappointment. Admit when you make mistakes; don't hesitate to apologize. Be the person you want young people to be.
- **Model professional skills.** Be on time, organized and prepared.
- **Model collaboration and communication with other members of the community.** Share ideas, suggestions and important information. Ask for help. Resolve interpersonal conflicts.

BUILDING RELATIONSHIPS

Personal relationships are essential to motivating behavioral change and the skill of building relationships can be learned

- **Welcome campers into your bunk or activity.** Greet campers by name. Try to make eye contact. Notice if a camper looks unhappy or withdrawn and find a time to check in.
- **Express interest in campers.** Ask questions, listen and let campers share their interests, experiences and aspirations. Find topics to talk to them about such as sports, music, food, pets, etc.
- **Identify and celebrate individual strengths.** Find, acknowledge and reinforce something each camper does well.
- **Have fun.** Be joyful. Laugh. Find opportunities to be playful and use games. Avoid teasing campers or using sarcasm.
- **Reinforce positive behavior.** Be specific. See it, name it and praise it. Highlight and label behaviors that reinforce community values and effective habits.
- **Have more positive than negative interactions.** Create connections with campers. Set aside time to check-in with the campers with whom you may be struggling to connect.
- **Share some of yourself.** Let campers learn about your own relevant interests, experiences and feelings.

CLARIFYING EXPECTATIONS

Expectations clarify behaviors that support community goals and values

- **Identify and promote community expectations.** Articulate and post standards for behavior to which all members of the community are expected to adhere. Remind campers (and counselors) of expectations routinely.
- **Break down expectations into specific core behaviors.** Identify, label and model behaviors that are aligned with community expectations. Be specific about what desired behaviors look like and sound like. Teach and practice behaviors step by step. Give feedback on what to stop, start, or continue.
- **Take time to explain the purpose and benefits of community expectations.** Develop and use consistent language to reinforce and generate buy-in for community expectations.
- **Create agreements that ensure youth voice and input.** Include campers in the process of developing community expectations. Promote group goal-setting and problem solving. Have regular, short, structured community meetings.

- **Check for understanding.** Ensure that campers know what is expected and why, by observing their behavior, asking follow-up questions, and using non-verbal signals. Be sure to allow time to process.
- **Set individual and collective goals.** Encourage the development of core behaviors by setting specific, observable and achievable goals with individuals and groups. Track progress. Celebrate achievements.
- **Identify alternative behaviors.** Teach campers what they can do, not just what they can't do. Provide options for managing difficult feelings. Teach calming techniques.

ESTABLISHING STRUCTURES AND ROUTINES

Campers thrive in organized environments where routines teach, reinforce, and celebrate desired behaviors

- **Establish routines and procedures.** Make daily schedules and stick to them. Be consistent and predictable. Forecast changes. Plan carefully how to transition from one activity to the next. Use visuals to communicate steps and provide reminders.
- **Develop rituals that reinforce positive behaviors through shared experiences.** Create rituals—special events, cheers, activities—that are unique to your community and create a sense of belonging.
- **Plan opportunities to celebrate success.** Celebrate individual and group accomplishments at community meetings and special events. Give shout-outs, awards and appreciations.
- **Organize space, time, people and materials.** Create pathways that allow you to move around the space. Remove objects that are tempting or distracting. Position campers and counselors in ways that facilitate success and minimize distractions.
- **Vary activities and pace to maintain engagement.** Create activities and lessons that address various learning and processing styles. Break activities down into segments. Provide choices and movement breaks.
- **Use visuals and non-verbal cues to communicate instructions and information.** If it's important—create a visual. Post schedules, reminders, sequences and step-by-step instructions. Use non-verbal cues when quieting youth or getting their attention.
- **Anticipate problems** Learn which parts of the day are challenging. Identify and anticipate triggers for problematic behavior; manage the triggers, not the behavior. Reduce downtime, over-plan and keep activities on hand for unexpected changes.
- **Use goals and incentives to motivate behavioral change and promote independence.** Identify specific behaviors of focus. Use visuals to track progress over achievable time increments. Celebrate success with rewards campers find meaningful.

ADAPTING TO INDIVIDUAL NEEDS

Campers who struggle to meet community expectations require additional supports and targeted planning

- **Decode negative behavior into feelings and offer alternatives.** Read a camper's actions and body language. Explore and identify unmet needs and difficult feelings. Validate feelings even as you offer alternative behaviors for expressing emotions.
- **Engage campers in constructive problem solving.** Have a private one-to-one conversation with a child who is struggling to meet community expectations. Listen actively. Share specific and direct feedback focused on observable behavior. Avoid making assumptions or giving feedback on attitude, motives or personality
- **Develop tools for self-management.** Create visual reminders, schedules, contracts, images and checklists to help campers communicate their feelings, organize their responsibilities and practice independence.
- **Use pre-established visual cues and verbal reminders.** Create signals (nonverbal cues or code words) with campers to redirect their behavior in a non-embarrassing way.
- **Use "Antiseptic Bouncing."** Provide campers with opportunities to take a break from a task, a group or an environment. Ask an over-stimulated or stressed camper to deliver a message, complete a job, get a drink of water or run an errand.
- **Create a "Retreat" or "Cool Down Spot."** Identify a space or corner of the room with quiet and calming materials such as stress balls, art supplies, soothing music or a journal in which to write.

- **Use interests and abilities to motivate participation and engagement.** Find out what a camper is interested in and enjoys doing. Put it on the schedule. Use interests to motivate campers to complete less-preferred tasks.
- **Consider flexible scheduling, time shifting or partial participation.** If a camper is struggling to make it through the day safely or successfully, adapt his or her schedule. Identify times when you anticipate problems and provide breaks or alternatives.
- **Create an individual behavior plan.** Set aside time to meet with all staff who work with a specific camper. Use a protocol to clarify a specific behavior of focus, consider possible triggers and identify two or three specific strategies to address this camper's behavior. Revisit the plan periodically to assess effectiveness.

RESPONDING, REFLECTING, REPAIRING

Supportive communities commit to responding to challenges, reflecting on experiences, and repairing relationships

- **Pick your battles.** Avoid confronting negative behavior that can be tolerated. When considering confronting a negative behavior, ask yourself: “is this behavior unsafe?” Utilize strategies other than direct confrontation for behaviors that do not pose a threat to safety.
- **If a behavior is unsafe, be firm in your words and actions.** Always address “Big No” behaviors—those that are emotionally or physically unsafe. Tell campers: “it is my job to keep you safe.”
- **Confront privately.** Position yourself deliberately to calm a camper and redirect his or her behavior. When a camper is escalated, avoid an audience. Use quiet tones or step aside with the camper.
- **Allow space and time to cool down.** When campers are escalated, allow time for them to drain off their negative emotions. Give space, time and quiet to cool down.
- **Drop the rope.** A power struggle is like a game of tug-of-war. Your best move is often to simply drop the rope. Remove yourself from an escalating power struggle. Later, when the camper (and you) are calm, follow through and address the issue involved.
- **Recognize your own triggers and angry feelings.** Moments of anger, frustration and other difficult feelings are opportunities to model and teach. Take space, deep breaths or a minute to think when you are feeling agitated. Enlist the help of other counselors.
- **Use consequences carefully.** Whenever possible, caution campers about potential consequences. Consequences should be clear, consistent and connected to the behavior. Avoid giving consequences when you are angry.
- **Have a plan for processing conflict and allowing for restitution.** Develop structured responses to crisis and conflict that provide opportunities for campers (and adults) to reflect, repair and plan for the future.
- **Debrief critical incidents with counselors and campers.** Set aside time to debrief and reflect. Provide information, identify feelings, flag triggers and brainstorm next steps and solutions.

(Ramapo for Children)

Setting Camper Goals, Tracking Them and Achieving Them!

Most campers participating in disability and inclusion programs in summer camps have IEPs (Individualized Education Program/Plan) in their school settings.

IEPs can take a long time for the team to write—and they can take a long time for camp staff to read! They usually provide useful information about goals, what successful attainment of those goals will look like, and which professionals, providing which supports, will help the student reach those goals.

It is similarly important to set specific goals for each camper, develop a plan of how to help the child achieve them (including what staff members play which roles to support achievement of those goals), and track progress regularly.

Camps may wish to adopt the IEP concept and adapt it for camp as an Individualized Camper Program (ICP) . Sample areas to consider include:

- socialization
- activities of daily living
- meal time/nutrition
- vocational
- transitions
- sports
- chugim/electives
- others (behavior at present, etc.)

Begin by asking parents what *they* would like to see their child achieve this summer. They may state social goals, daily living skills goals, activities they would like to see their children try (examples: climb the alpine tower, become a deep water swimmer, lead *haMotzi* for the whole camp), and more. It may be useful to ask parents to consider goals for this summer and for the longer term, perhaps setting 5 and 10 year goals. This is often a useful way to decide which incremental goals to prioritize; it also helps parents to think about their child's future in manageable steps.

Once parents offer their goals, staff members begin to observe and assess campers in their bunk and in the division. They begin to get a sense of campers' areas of interest and what they need to work on in terms of self-care. It is useful to write down these goals—in preparation for the ICP (Individualized Camper Profile) conference.

Here are two sample ICPs filled out by counselors: one for an 18 year-old participant in a vocational training program and the other for a 14 year-old camper in a disabilities camping program.

One ongoing challenge for staff is how to keep track of camper goals and continue moving campers toward achievement of these goals. One suggestion is to devote time in each daily/weekly staff meeting to discussing several (or all) campers to assess how they are progressing, which goals should be amended/added, etc. Another suggestion is to have a member of the team responsible to track all campers' progress toward ICP goals. The ICP will be a useful tool for future reports—orally or in writing—to parents and school districts.

Individualized Camper Program 1 (sample form)

Camper Name _____

Age _____

Bunk # _____

Counselors' Names _____

Date _____

Socialization

Behavior at Present: very social, loves to say hello to every counselor and at camp, she says hello by giving a giant frontal hug and then hanging on to the counselor's arm. At each activity the camper prefers to sit or stand next to a counselor and will usually lean on or hold on to the counselor throughout. The camper also asks very personal questions of her counselors.

Overall goal: to learn appropriate social interactions

How this is going to happen (step-by-step): have her answer her own questions, point out that if she knows the answers, that the questions she is asking are unnecessary. Camper will give high fives or wave hello to counselors as she passes them in transition or at the dining room. Counselors will discuss with her and write/review with her a social story about appropriate times to give hugs and to lean on counselors for social contact. Counselors will carve out specific times when they will sit together and read the story. Give a good morning and good night hug.

Activities of Daily Living

Behavior at Present: is very slow to get out of bed. She takes a long time to move from one activity to the next or to get dressed. In the dining hall she asks for help cutting her food, peeling her oranges and putting butter on her bread. These are all things that she is capable of doing. When she wants a drink from the water cooler, she asks someone else to get it instead of walking over to get it herself.

Overall goal: Get things for herself, move faster, abide by time limits

How this is going to happen (step-by-step): utilize her watch, remind her to time things and to look at what time she starts and when she should end.

Meal Time/Nutrition

Behavior at Present: she overeats at meals, filling her tray with many more items than she should consume in one sitting. She does not understand nutritional value of food or how to eat just enough to satisfy her hunger.

Overall goal: understand what foods are considered healthy and what it means to eat in moderation

How this is going to happen (step-by-step): point out the healthier components of meals in the dining hall. Also emphasize that everything is healthy enough, in moderation. Help her to determine what an appropriate serving size is. Have her eat slowly and take a break before deciding if she is still hungry. Provide a healthy snack if she is hungry between meals.

Vocational

Possible jobs: keeping area clean, making her bed, cleaning the bathroom, taking out trash, kitchen, caring for the horses

Transitions

Behavior at Present: She complains that she needs to go back to the bunk because she forgot something there or she needs to do something or get something (brush her teeth, her hair is knotted, she forgot to wear a hair tie)

Overall goal: minimize the number of times that she needs to go back to the bunk each day.

How this is going to happen (step-by-step): remind her that she can only go back to the bunk at rest hour and at shower time. Five minutes before leaving the bunk, check in to see if she has done everything that she wants to do, has everything she wants to take with her, and is ready to leave.

Sport

Behavior at Present: loves to play sports but feels that she is not very good at it.

Overall goal: work on dribbling and throwing a basketball

How this is going to happen (step-by-step): have a counselor or someone who is good at basketball participate in the game and teach how through modeling.

Activities

Behavior at Present: nature, follows directions, loves to touch and hold the animals. She tends to interrupt others

Overall goal: to minimize attention-seeking behavior from the specialty counselor

How this is going to happen (step-by-step): tell the counselor to remind her that they have already said hello to each other at the beginning of the activity and that she will be sure to say goodbye at the end. Encourage her to wait until the specialist is done talking to other campers before calling her name out, and then, only to call it once.

Other

Behavior at Present: wakes up very early and is very loud before the rest of the cabin wakes up

Overall goal: to self-entertain when she wakes in the morning, without disrupting others

How this is going to happen (step-by-step): she will have a crate near or bed with books, pens and paper to keep her busy in the morning. She can also listen to music with headphones in the morning.

Individualized Camper Program 2 (sample form)

Child's Name: _____ Age: _____ Summer: _____

Camp Group: _____ Support Supervisor: _____

Division Head: _____ Group Counselors: _____

Floater: _____

BASIC CAMPER PROFILE: (Refer to Phone Screen & Background Information Form.)

Camper's Strengths and Interests:
Camper's Dislikes:
Camper's Challenges and Triggers:
Signs That Staff Should Intervene (e.g. behaviors, body language, statements, etc.)
Helpful Interventions & Coping Strategies
Areas of Accommodation: (Please indicate all that apply.)

(Refer to Brief Telephone Screen Form & Background Information Form.)

- | | |
|--|--|
| <input type="checkbox"/> Vision | <input type="checkbox"/> Socialization |
| <input type="checkbox"/> Auditory | <input type="checkbox"/> Emotion and behavior management |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Activity level |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Self Help |
| <input type="checkbox"/> Learning Style | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Medical/ Physical | |
| <input type="checkbox"/> Other - _____ | |

Sensory Sensitivities: (Refer to Background Information Form.)

- | | |
|--|--|
| <input type="checkbox"/> Bright light | <input type="checkbox"/> Textures (food/clothing, etc.) |
| <input type="checkbox"/> Loud sounds/noise | <input type="checkbox"/> Water (texture, touch, temperature) |
| <input type="checkbox"/> Smells | <input type="checkbox"/> Crowds (noise, touch) |
| <input type="checkbox"/> Touch | <input type="checkbox"/> Temperature |
| <input type="checkbox"/> Pain | <input type="checkbox"/> Music |
| <input type="checkbox"/> Other - _____ | |

Please describe:

Settings In Which This Camper May Benefit From Support:

(Refer to sensory, behavioral, and safety information from Phone Screen and Background Forms and consider that in the context of camp.)

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Parking Lot | <input type="checkbox"/> Bus | <input type="checkbox"/> Division Shelter |
| <input type="checkbox"/> Bathrooms | <input type="checkbox"/> Upper Field | <input type="checkbox"/> Lower Field |
| <input type="checkbox"/> Outdoor Pools | <input type="checkbox"/> Frog Pond | <input type="checkbox"/> Science/Technology Field |
| <input type="checkbox"/> Locker Rooms | <input type="checkbox"/> Boating Pond | <input type="checkbox"/> "Pioneer Village" (CCP) |
| <input type="checkbox"/> Hiking Trails | <input type="checkbox"/> Infirmary | <input type="checkbox"/> Large Amphitheater (Shabbat) |
| <input type="checkbox"/> Other - _____ | | |

Please describe:

Activities In Which This Camper May Benefit From Support:

(Refer to personal strengths and challenges, sensory, behavioral, and safety information from Phone Screen and Background Forms and consider that in the context of camp.)

Group constellation:

___ Activities with assigned group (e.g. morning)

___ Activities in which campers are in mixed groups (e.g. bus, by program unit)

___ Activities that include the whole camp (e.g. Shabbat, Maccabiah games)

Transitions and less structured times:

___ Bus Rides

___ Morning Meetings

___ Transitions (from bus to shelter, between activities, changing for swim, etc.)

___ Lunch

___ Afternoon bus lines/ Snack

___ Times when other camps are present (pool, locker room, parking lot, etc.)

Specific Activity:

___ Sports

___ Yoga

___ Gymnastics

___ Zumba

___ Martial Arts

___ Boating

___ Instructional Swim

___ Mini Golf

___ General Swim

___ DJ Dance Parties

___ Performing Arts

___ Maccabiah Games

___ Arts and Crafts

___ Weekly Shabbat Celebration

___ Science and Technology

___ Mainstages Theater Company

___ CCP (Cooking, Camping and Pioneering)

___ Trips

___ Photojournalism

___ Other _____

STAFF COVERAGE AND RESPONSIBILITIES

Staff To Be Informed of ICP			
<input type="checkbox"/> Camp Director	<input type="checkbox"/> Director of Program Support	<input type="checkbox"/> Support Supervisor	
<input type="checkbox"/> Division Head	<input type="checkbox"/> Group Counselors	<input type="checkbox"/> Floater(s)	
<input type="checkbox"/> Assistant Director	<input type="checkbox"/> Program Coordinator	<input type="checkbox"/> Bus Staff	
<input type="checkbox"/> Activity	Specialist(s)	-	Please specify:
<hr/>			
<input type="checkbox"/> Swim Instructor/ Staff	<input type="checkbox"/> Camp Nurse/Doctor	<input type="checkbox"/> Other: _____	
Support Ratio			
<input type="checkbox"/> Camper requires a 1:1 throughout the course of the camp day.			
<input type="checkbox"/> Camper benefits from a 1:2 (floater) throughout the course of the camp day.			
<input type="checkbox"/> Camper benefits from a 1:3 (floater) throughout the course of the camp day.			
<input type="checkbox"/> Camper requires a 1:1 during these particular activities/transitions (please check a 2 nd support ratio level for all other activities):			
<input type="checkbox"/> Child would benefit from a floater assigned to the group for extra assistance as needed.			
<input type="checkbox"/> Child would benefit from a floater assigned to the group for extra assistance during these activities/transitions:			
Recommendations regarding staffing			
If possible and available, this camper would benefit from:			
<input type="checkbox"/> Male floater	<input type="checkbox"/> Group counselors that are more structured		
<input type="checkbox"/> Female floater	<input type="checkbox"/> Group counselors that are more easy-going/ flexible		
<input type="checkbox"/> Floater who is hands on and facilitates			

Floater who takes a step back, observes, and intervenes only if necessary
 Staff that has a background in (e.g. education, S/L, OT, PT, social work/psychology)

Support Supervisor Involvement*

How often will the Support Supervisor receive information and consult with this camper's counselors/floaters?

Morning and Afternoon Daily Every other day Weekly

How will information be shared?

Verbal report Communication notebook
 Written report Team meetings

When will the information be shared (e.g. days of the week, time of day)?

Under what circumstances should the Support Supervisor be contacted during the camp day to assist with this camper?

*At a minimum, each camper ICP should be reviewed on a weekly basis and if necessary changes proposed and reviewed with Support Administration to determine whether revisions will be made to the ICP.

Communication With The Camper's Family

Who will be be this family's main contact for reports on the camper's progress?

Camp Director Director of Program Support
 Support Supervisor Division Head

Name of staff assigned:

Will a daily communication notebook be used for this camper to communicate with the parent(s)/guardian(s)?

No Yes

If yes, please indicate the staff responsible:

If no communication notebook is used, how often can the parent expect to receive a progress report for the camper?

Daily Weekly At the end of each camp session.

Feedback will be: Verbal Written Other:

MEDICAL INFORMATION

(Refer to Background Information Form.)

Does the camper have any allergies?

No Yes

If yes, please list:

Does the camper take any medications?

No Yes

If yes, please indicate times during the camp day that medication will be dispensed:

CONSULTATION

Current signed release on file to consult with community professionals or helpers who know the camper, as needed?

No Yes

If yes: Name of professional/agency/helper

SUPPORT PLAN

TYPICAL DAILY SCHEDULE*

Time	Activity	Support?
8:15am	Bus Pick Ups	
9-9:30	Morning Meeting	
9:30-10:15	Activity 1	
10:30-11	Instructional Swim	
11:15-12	Activity 2	
12-12:30	Lunch	
12:30-2:15	Unit/Choice Time 1	
2:30-3	Free Swim	
3-3:30	Unit/Choice Time 2	
3:30-4	Snack/ Bathroom	
4:00	Buses Depart	
4:45pm	Arrival at Bus Stop	

*On days that involve special events, please consult ICP for information about whether additional support will be required.

#1 - Target Behavior/ Challenge/ Area for Accommodation:
Goal:
Activities/Settings:

Accommodations Required/Helpful Techniques:	Staff Responsible:

#2 - Target Behavior/ Challenge/ Area for Accommodation:	
Goal:	
Activities/Settings:	
Accommodations Required/Helpful Techniques:	Staff Responsible:

#3 - Target Behavior/ Challenge/ Area for Accommodation:

Goal:	
Activities/Settings:	
Accommodations Required/Helpful Techniques:	Staff Responsible:

#4 - Target Behavior/ Challenge/ Area for Accommodation:	
Goal:	
Activities/Settings:	
Accommodations Required/Helpful Techniques:	Staff Responsible:

#5 - Target Behavior/ Challenge/ Area for Accommodation:	
Goal:	
Activities/Settings:	
Accommodations Required/Helpful Techniques:	Staff Responsible:

Daily Camper Report form: (used at Camp Harlam)

This form, used for internal purposes only, is another way in which we can “take the pulse” of campers (and staff) and gather information about everyone’s health and well-being. Completed daily by cabin counselors and specialty counselors for all campers in a bunk, it is reviewed by their unit leadership and our Camper Care professionals. The form provides basic information about overall well-being, any challenges campers may be facing, areas that staff are concerned about, and issues needing follow-up attention or inclusion staff support. Once submitted and reviewed, unit leadership and camper care staff can consult with cabin staff as needed to address any issues or concerns and, if needed, intervene directly with campers. These forms are kept confidential and are used to track camper concerns over time and emerging issues related to individual campers or groups of campers. They create a record of a camper’s experience that can be useful as a reference throughout and in future summers.

Sociogram Form: (used at URJ Camp George and Camp Harlam)

While camps have a number of systems in place to observe, assess and provide support for individual campers, the interpersonal relationships and overall group dynamics at camp are also worth our attention, to ensure the overall health of a community. The sociogram, adapted from colleagues at URJ Camp George, provides camp staff a tool for gaining insight into the bunk's group dynamics. It provides a focal point and opportunity for cabin staff to collaboratively process what is happening within their group and to strategize improvements, often with the help of the Camper Care team.

At URJ Camp Harlam, every bunk staff meets with the Camper Care team about a week into each session to map out its group dynamics using the sociogram form. As cabin counselors and specialty counselors complete this exercise, Harlam's Camper Care team are able to process their experiences with the group, problem-solve, and empower staff to model and support healthy relationships within their bunk. Strategies to improve the overall dynamics are discussed and the unit leadership and Camper Care team can make note of any issues needing follow up attention. Camp leadership can learn a lot, not only about how individuals are doing and how certain peer groups are getting along, but also about how to support bunk staff in managing challenging camper behaviors and relationships.

2014 Camp Harlam Sociogram Form

Date: ____/____/2014

Unit/Cabin: _____

Staff Completing: _____

Please read these instructions carefully before completing the Sociogram for your cabin.

How to Use the Sociogram

1. Write the names of every camper into one of the circles. If you have more campers than there are circles, please consult with Camper Care.

2. The connections (or lines) between the circles are to detail personal information, observations, or challenges of each individual camper and how they relate to others in the cabin.

a. Use _____ to connect two circles where a friendship exists.

b. Use - - - - - to show a "wannabe" friendship (i.e. Shira wants to be friends with Hannah but isn't). Write why the friendship is not happening.

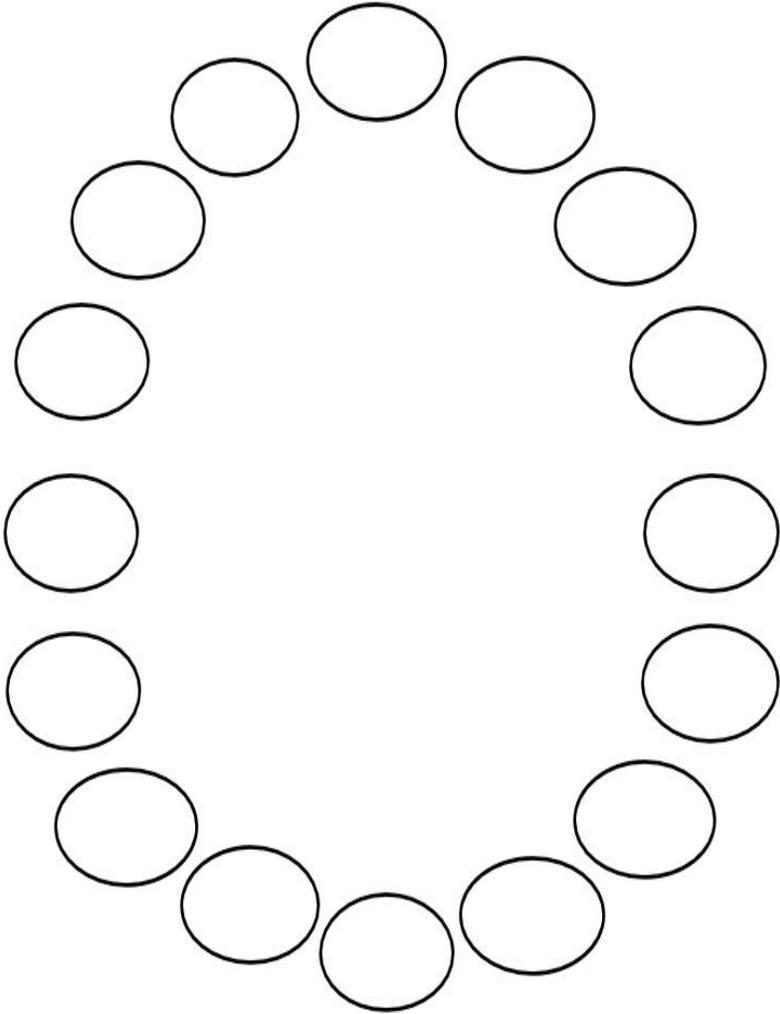
c. Use  to show a clash, or conflict. Explain why there is a conflict.

Please complete the following questions in reference to the Sociogram on the next page.

Use the space below to add more information about who's who among the cabin: who's in, who's out, who's the target of any negative behaviors? Are there cliques (exclusive groups) within the group? What's going well?

What are you, as staff, doing to manage these relationships?

Use the space below to write out any action steps the staff will take to help make this group even stronger and the relationships stronger. What tools will you use to help improve the well-being of the group?



Behavior Planning Charts

This section was shared with us by Gateways: Access to Jewish Education, based in Boston. They “provide high quality special education services, programs, and resources to enable children with diverse learning needs to participate meaningfully in Jewish life.” Some of these materials, created for use in the classroom, may be adapted and used in a camp setting. The rich materials below combine short social stories and reminders of expected behaviors as well as consequences and rewards. These materials may be helpful in reviewing expectations and rules for a camper. They may also be useful in helping campers name and process feelings

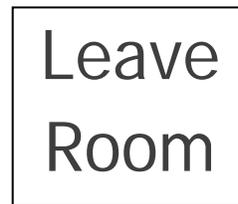
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Behavior Chart 1

Date: _____

I enjoy coming to Gateways! When I am at Gateways, it is important for me to have fun and be kind to my friends. When I stay calm, keep my voice at a regular level and use kind words, then I get to participate in class. My teachers and friends will want to pay attention to me. Sometimes I might want to raise my voice, yell or slam things because I am frustrated, When this happens I will remember to keep those thoughts inside. I can take deep breaths, count 1-5, ask to get a drink of water or take a walk. My teachers, friends and volunteer will be very proud of me for keeping my voice at a normal level and using only positive words. When I say negative words out loud, when I raise my voice or use a negative tone of voice I will get an X below. On the third X, I have to go in the hallway for 2 minutes. I can also choose to go to the hall if I need a break.



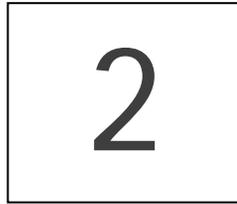
Since I have already had my Bar Mitzvah, I understand that it is important that I show more mature behavior. I can be kind to others by saying helpful things to my friends, keeping my tone of voice at a normal level and keeping angry words that express my frustrations inside. When I am patient, say nice things to others, and keep angry words and actions to myself, I will get a star below. I will get special coloring sheets or stickers to take home whenever I get 5 stars in the same class period.



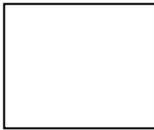
Behavior Chart 2

Date: _____

I enjoy coming to Gateways! When I am at Gateways, it is important for me to use nice language. When I use appropriate language, I get to participate in class, and my teachers and friends will want to pay attention to me. Sometimes I might want to say a non-school word or say something to a classmate that might be hurtful, and when this happens I will remember to keep those thoughts inside. My teachers, tutors and buddy will be very proud of me for keeping non-school words and actions to myself. When I say non-school words out loud, when I act aggressively toward another person, or when I say something hurtful to a classmate, I will get an X below. On the third X, I have to go in the hallway for 2 minutes.



Since I have already had my Bar Mitzvah I understand that it is important that I show more mature behavior. I can be kind to others by saying helpful things to my friends, and keeping non-school words and actions inside. When I am patient, say nice things to others, and keep non-school words and actions to myself, I will get a star below.



Behavior Chart 3

Date: _____

I enjoy coming to Gateways! When I am at Gateways, it is important for me to have fun and be kind to my friends. I can work hard and follow my rules to be able to trade my stars in for a special activity (a choice I make!). These are my rules:

- Quiet and calm body
- Listen to my volunteer when they say nice things
- Use an indoor voice
- Use positive phrases
- Use my words to tell my volunteer how I am feeling (use my 5 point scale)
- When my new ways to show that I am angry:
 - squish a ball
 - ask for “one more minute”
 - take deep breaths
 - Ask for a break outside (get a drink of water or go to the bathroom)
 - Re-read my story

When I follow my rules and use my new ways to show that I am angry, I can earn my stars. When I collect all of my stars, I can trade them in for a super, awesome surprise that I get to choose!

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Positive Plan of Action

If I follow this plan, I will be a mensch, a good guy and a positive presence in my Gateways class:

1. I will participate in class and do the things that everyone else does. This includes: Circle time, art and music. I can do my own thing during the first 10 minutes of class, from 9:30-9:40 am.
2. I will maintain a positive attitude with my volunteer, Liz, and other Gateways staff (like Dori). This means: not talking back, arguing or pushing back. I may ask a question 1x only and even if I don't agree with the answer I will let the issue go.
3. I will get the chance to go first sometimes, but not every time. Everyone deserves a chance to go first and when it is someone else's turn I will not complain or get upset.

If I earn 2 checks for positive behavior in each part of class then I will get a reward.

Music

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Circle Time

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Art

--	--

Hebrew

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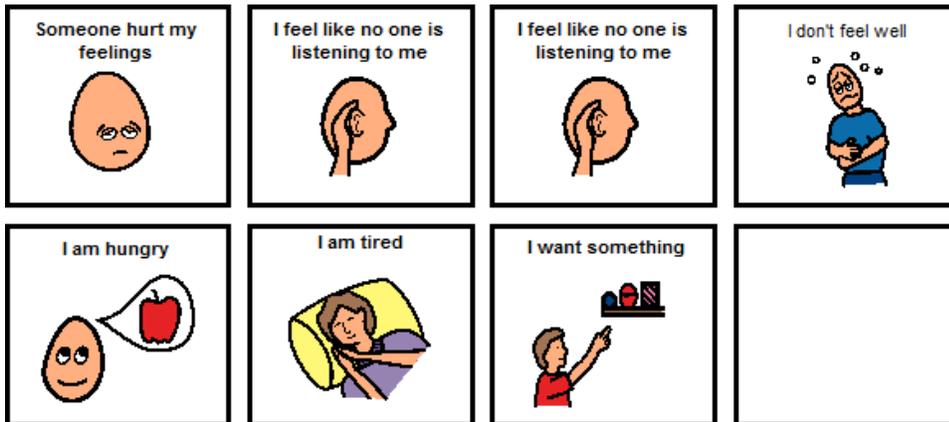
Processing Graphic Organizer

Student: _____ Date: _____

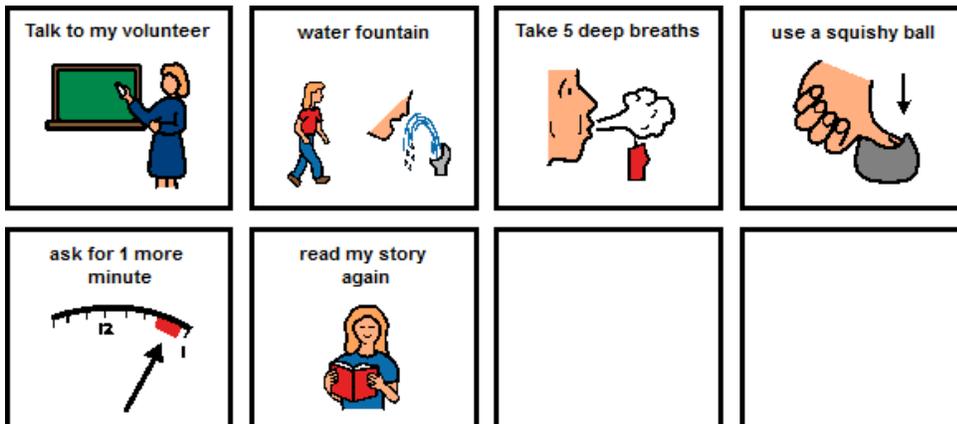
Right now, I am feeling:



I am feeling this way because:



A strategy I can use to help me feel better is:



My teachers, friends and family will be so proud of me for making good choices.

Five Point Scale

Sometimes it is useful to help a camper assign a level/number value to how he is feeling in a given situation. As the pictures suggest, level 1 is happy and calm, whereas 5 is “ready to explode.” This chart helps camper and staff member “take the temperature” of a given situation, identify *what* is happening to cause this feeling, and what can be done to potentially help improve the situation.

Level	What is happening	Makes me feel...	What I can do
5			
4			
3			
2			
1			

Behavior and Social Skills Tips



Behavior Tip Sheet

- **Behavior = Communication.** Be a detective and address the root of the behavior rather than reacting to the behavior itself.
- Beware of unstructured downtime.
- Don't take behaviors personally.
- Ensure that expectations are clear and understood.



- Get to know your campers well and **focus on strengths and interests** rather than weaknesses.
- Know when you need support and ask for help! There will be times when you are not up to the task, and need to “tag out.”
- Utilize **natural consequences**, not vengeful punishments, to help campers change their behavior for the future.

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"I wouldn't say your son is a bad child.
He's gifted at disruptive behavior."

- If a camper does not want to participate, **provide choices**, ensuring that both options are acceptable.
- The best behavior management plan is a well-planned and engaging program!

Integrating Social Skills

BEING A FACILITATOR

It is important to use every opportunity to have the child practice social skills throughout the camp day.

Your job is to be the facilitator and prompter. What do you think your responsibility is as a facilitator or prompter? Answer as a group.

Here are some ways that can help the child utilize his or her social skills better in a group setting:

- Focus on getting the child to have a simple conversation with another child.
- Encourage active listening skills, such as maintaining eye contact,
- Encourage the child to utilize the help of their peers (e.g. having the child ask a friend for help vs. a counselor).
- Encourage independence: If the child is able to complete a task on his or her own (without prompting), allow it and praise it.
- Provide positive reinforcement when the child is appropriately using social skills.
- Make sure the child knows that it is fun to socialize, motivate the campers to use their social skills.

WHEN AND HOW TO PROMPT

When should you prompt a camper? Answer as a group.

Observe the situation and wait 10 seconds to assess if the child is able to complete the task independently. Then, intervene with the following prompts:

- Gestural
- Model
- Verbal
- Physical

As a group, provide examples of each type of prompt.

WHEN AND HOW DO I ASSIST A CHILD WHO NEEDS SUPPORT?

- You will want to use prompting techniques when the child is not engaged in an activity. You should assist the child when s/he:
 - Is not motivated to play with others
 - Is not responding to others in a play or academic situation
 - Is not interacting in group play
 - Is not using verbal and nonverbal communication skills appropriately
- Know what social skills are going to be taught each week so that you can reinforce the skill with your campers every day
- Provide reminders and visual cues for target behaviors that the campers are learning
- Be patient and listen: Children learning a better or more adaptive way to respond to a particular situation or event will often have trouble with the change.
- Maintain discipline, structure, and routine. Consistency is a key for both comfort and learning.
- Remember behavior = communication. What is the behavior telling you and what can you teach as a more positive, appropriate replacement behavior for that child?
- Use praise and positive feedback. Let children know what they are doing right and remind them to use that skill, or make that choice, again next time.
- If campers are exhibiting negative behaviors, provide an opportunity for them to go to safe places and calm down.
- Take time in getting to know your campers' strengths and triggers are in order to better assist them during the camp day.
- Maintain communication with your campers, co-counselors, and supervisors so that everyone knows what is going on in a child's day.
- Encourage an environment of inclusion and acceptance.
- Always model the behavior we expect our children to exhibit and be a positive example to your campers.

ACTIVITY

In a small group, identify at least three target social skills that apply to your campers' age group (what you teach or are responsible for) from the list of "Common Social Skills." Then come up with the following:

- Identify where and when during a typical camp day you could reinforce those skills (think about potential teaching or learning opportunities)
- Describe the strategies you would use to help the group or individual work on that skill
- Talk about how you would provide feedback on the campers' skill or understanding afterwards

COMMON SOCIAL SKILLS

- Compromising
- Sharing
- Taking turns
- Dealing with winning and losing/being a good sport
- Accepting differences
- Good listening
- Greetings
- Meeting new people/introducing yourself
- Initiating a conversation
- Maintaining conversations (asking questions/making comments)
- Staying on topic during conversations
- Nonverbal cues/interest vs. boredom
- Ending a conversation
- Sensitive topics
- Being a friend/showing empathy
- Helping others
- Being patient
- Asking for help
- Giving/receiving compliments
- Praising others
- Showing modesty (avoid bragging)
- Personal space
- Asking for permission/respecting others' belongings
- Apologizing/repairing relationships
- Using good manners
- Respecting others' opinions
- Working cooperatively in groups
- Self-control (stop, think, breathe)
- Accepting consequences and disappointment
- Peer pressure
- Dealing with teasing
- Accepting "no" for an answer
- Dealing with being left out
- Accepting criticism
- Being assertive ("I" statements)

Responding to Behavior Challenges

- Any camper engaging in challenging behaviors is not "bad" or "freaking out," and s/he is not directing the behavior toward you personally, or intending to disrespect you with it.
- BEHAVIOR = COMMUNICATION
- Campers may lack the verbal skills to handle stressful or anxiety-provoking situations appropriately
- We must always ask the questions, "Why," and "What is s/he trying to communicate?"
- Look for "triggers"; what preceded the challenging behavior?

- Triggers (upsetting situations that spark a negative behavioral response) may be immediate, such as an unpredicted transition, a change in the schedule, sensitivity to heat, having to wait his or her turn, etc. But responses to triggers may also be delayed: he did not sleep well or eat breakfast; she got in a fight with a sibling or another camper, etc.
- Observe patterns in behavior
- Look to identify “precursors” to challenging behavior, such as change in tone of voice, increase in motor activity, agitation, dulled responses and changes in facial expressions/mood. With this information, you can act to forestall a negative behavior:
 - Ask your camper to take a walk with you, take him or her for a drink of water, ask him or her to help you with something (interrupt and provide a distraction)
 - Encourage your camper to request a break
 - Offer to talk about what is bothering him or her (if verbal abilities are strong enough) or to help problem-solve after the break is over (can also use pictures of feelings)
- Prevention is the best medicine.
- If we know our campers’ specific “triggers” and behavioral patterns, we can intervene earlier and avoid or prevent challenging behavior
 - Provide a countdown for a camper with trouble transitioning
 - Visually or verbally show a camper when his or her turn is coming
 - Remind the camper what s/he can do immediately before an activity or situation which has led to a challenging behavior in the past

General Tips and Strategies (these will vary from camper to camper)

- Obtain eye contact prior to delivering any directions or instructions to assure that you have your camper’s attention
- Avoid excess language, only use key words
- If a multi-step direction is given, break it down by giving one direction at a time
- Ask your camper to repeat directions back to you to ensure comprehension
- Provide encouragement to stay with your current activity
- If your camper is off-task or begins to wander from an activity, provide redirection back to the activity.
- Redirection can be gestural or verbal
- If verbal, make directions clear and concise
- Use “first ___ then ___” statements if the camper is requesting something other than the activity (when appropriate). For example, “first we will make your bed, then you can sit on the porch with your friend”
- If a camper begins to show signs of becoming upset or an increase in anxiety, ask if s/he needs a break
- Be careful that breaks do not begin to be used too often to avoid certain activities
- Ask for help from the inclusion team when you need it!!

Effective Praise

A goal of educators (camp counselors and staff) is to help children to become intrinsically motivated. Children's self-worth develops as an outcome of working hard, surmounting frustrations, and overcoming obstacles. Honest praise provides children with the opportunity to gain a realistic understanding of their strengths and weaknesses. In order to feel strong, confident and independent, children must receive truthful valuation. Children, who have grown accustomed to continuous applause, may develop anxiety about their abilities, a fear of failure, a reluctance to try new things, and be ill-prepared to cope with future setbacks.

Failure is an essential part of skill-building. Children must feel encouraged and safe to attempt a skill that they have not yet mastered; if they wait to have full mastery before attempting a skill, they will never attempt it and therefore, will never master it. Only through trying, failing, trying again, adjusting, and trying again, does anyone build and internalize skills. This is true for all people and skills in every domain: language, athletics, mathematics, social, music, art, self-care, etc.

Effective praise focuses on a child's effort rather than on what is actually accomplished. When educators (camp counselors and staff) give genuine praise that is specific, spontaneous and well-deserved, it encourages

continuous attempts and learning, makes trying new things feel safer, and decreases competition among students.

How can educators (camp counselors and staff) use praise effectively?

- Think in terms of acknowledgment and encouragement rather than praise. Praise helps most when it conveys not only approval but information about the progress a child is making. For example, "You have been trying so hard to learn those new words; now look how many you are able to read!"
- Demonstrate interest and acceptance in children because they have innate value that is not contingent on their work. For example, say, "(Child's name), I am so glad you are in my class."
- Use positive body language such as smiling, looking directly at the child, standing close, listening intently, and assisting when needed.
- Acknowledge a child's effort or progress without judgment using clear, specific language. Offering descriptive praise shows that you are paying close attention. For example:
 - "I noticed how you took time to show the new student around the school. I am sure she appreciated the help."
 - "I can see that you enjoy math. You have worked on these problems for over half an hour!"
 - "I'm glad to see you are working so hard on your spelling words!"
 - Whenever possible, take the time to say something similar to the above examples, instead of using a generic response like, "Great work," "That's terrific!" or "You're super!"
- Communicate constructive observations. For example, say,
 - "You listened without interrupting."
 - "John is sharing with Thomas."
 - "Lily is waiting patiently in line."
 - "Margaret and Suzanne are working quietly."
 - "You put the books away without being asked."
- Acknowledge a child's specific behavior rather than commenting on his/her character. For example, "Since you have been doing all your math homework, you have brought up your grade!" rather than saying, "You are such a good student."
- Foster children's discussion and evaluation of their work by asking questions, "I can see that you worked hard on this project. Can you tell me about it?" or "How do you feel about your report? Is there anything else that needs to be done?" When adults listen to children, they are demonstrating interest and caring. You can go even further, by indicating that their efforts sparked your interest: "Your experiment makes me wonder what might happen if..." "That is so interesting! Now you've caused me to want to learn even more about..."
- Encourage positive character traits in students by naming them. For example, "Boys and girls, I appreciate that each of you was quiet while I talked to Mrs. Jones. You were being respectful."
- Relate praise to effort and to how it benefited the child as well as others. Say things like, "Since you remembered to make your own bed, you have more time to relax and I have had more time to spend helping the other campers."
- Promote initiative and attempting new skills. For example, "You listened well and followed directions without any help," and "Last week you could not kick the ball, but you practiced, and now you can!"
- Encourage perseverance and independence by saying things such as, "That experiment did not work out. What's next?" and "Instead of asking for my help, you went over another camper and said, 'Hi,' by yourself!"
- Acknowledge independent thought and creativity, "That's an interesting idea. Tell me more."
- Reinforce problem-solving skills by saying things like, "As a group, you decided who would be responsible for each part of the project."
- Sometimes, you should compliment a camper privately in order to provide an opportunity for an open, honest exchange. This will also decrease student competition that can occur when children feel that you favor some more than others.
- Reserve exuberant praise for outstanding effort. "That's amazing," is inappropriate in scale to tying one's shoe independently, unless that skill is a tremendously high reach for the camper.