

CAMP SOAR TRAINING 2019

GUIDED NOTES

Communication Training

List 3 ways people communicate:

- 1.
- 2.
- 3.

Campers at camp SOAR have This means their brain has not developed to the same level that someone their has, or should have.

They may be the necessary skills to understand communication at their age level or lacking skills to get

Treat ALL of the campers with at their chronological age. But, we need to remember where they are developmentally in terms of their communication skills.

Using simple language is important but be very mindful of Use first, then. Don't overwhelm them with language.

How do our campers communicate?

EVERY CAMPER IS

WORDS

- Some campers are _____ communicators.
- Some may have strong _____ (they know what they want) but their words are hard to understand.

GETURES

Verbal and non-verbal campers will use gestures OR _____ to communicate.

Try your best to _____ to your camper even when they aren't saying a thing.

SIGN LANGUAGE

List 3 common signs you might see a camper use OR a counselor use to help a camper understand what is being asked of them:

- 1.
- 2.
- 3.

*if it mentions sign language in your camper's _____, please let your _____ know and we will work with you to be as prepared as possible to communicate with your camper!

ASSITIVE TECHNOLOGY

_____ have options for you and your camper to use if they did not bring a communication system to camp and they need one.

Some campers may bring high tech devices with speech to text software like an _____

How do our campers who can't talk "tell" us what they want and don't want?

- It is SUPER important that we _____ to our campers even if they are not using words to communicate!
- We are not _____ anyone to do anything they don't want to do at camp SOAR. But, we are also not allowing them to do things they may WANT to do if they are _____ OR _____ (use good judgement OR when in doubt, ask your cabin leader)

- Expressing "-----"
 - Pulling away
 - Pushing an item OR person
 - Starting to look agitated (more in behavior training)
- Expressing "-----"
 - Shaking their head
 - Smiling
 - Reaching for something
 - Heading toward the item OR activity they want
- Whether OR NOT a camper ends up being allowed to do what they want OR allowed to escape what they don't want, it is important to ----- their communication.
- GIVE ----- (always allow for processing time--let them think about what you said/asked-- before repeating yourself!!)
 - Picture symbols
 - One hand OR the other
 - Actual object

*----- assume if your camper cannot talk that they can't hear you OR that they do not understand you!!!

Don't ever talk about your camper ----- unless they are included in the conversation (and it is respectful of course). Even if what you're saying is a good thing! When problem solving an issue with another counselor, cabin assistant OR your cabin leader, have them help come up with the solution!

After acknowledging what your camper is saying (i.e. "It looks like you don't want to go to music."), give them time to ----- what you have said OR offered them.

Always talk to your camper and about your camper as if you are talking to their -----, YOU VERY WELL MIGHT BE!!!

MEETING CAMPER AND PARENTS

Greeting your camper is important, but _____
with their parents during this initial meeting is really crucial.

These parents need to _____ that you, with the help of your cabin assistants and cabin leaders, will take the best care of their child while they're here! The more _____ you ask, the more _____ the parent will feel leaving their child with you and the more comfortable you will feel with their child!
Be _____, not _____. Do not act like you know everything from past years or from reading their file. Be a good _____. Ask questions from your check-in sheet (you will get this at camp).

Make _____ with the parent(s), shake their hand and introduce yourself.

RELATIONSHIP WITH YOUR CAMPER

Majority of the campers are most successful when their counselor is their _____ (not their _____).

When communicating with your camper- always be _____! Treat them how you treat any of your other _____.

Behavior Training Part 1

What is Behavior?

- behavior is individuals _____ with the world around them? TRUE

- All behaviors have a purpose, or what we call "function", to why the behaviors are occurring.
- Remember, anytime a camper is doing something that might be out of the ordinary, unsafe, or verbal protesting it is _____ something that is directed towards you
- The reason these behaviors are happening are because our campers have _____, it is not personal against you
- Let's talk about what "behavior" means: Behaviors can be positive and something we want to continue or increase the number of times our campers complete these behaviors; like tying shoes, asking for help, trying new foods, practicing coping skills like deep breaths
- Behaviors can also be negative that we want to decrease like hitting, hair pulling, crying, tantrums
- We call these behaviors _____ behaviors (not bad behaviors) because they have poorly adapted to the world around them. These behaviors need a positive behavior to replace them - but how do we do that?
- Important to note is that we can't "change" behaviors in one week at camp so we need to meet the camper's needs where they are at
- Pairings are intentional based on counselors' level of experience, just to ease your mind the more significant behaviors will be managed by the more experienced counselors

Know How, Can Do, Want To

- One: Do they know and understand what I am asking?
- List 3 examples:
- Two: Can they physically do what I am asking them to do?
- List 3 examples:
- Three: Do they have the motivation to do what I am asking them to do?
- List 3 examples:

Functions

- There are _____ main function to behaviors
- Campers might be seeking positive or negative _____. That could mean they are looking to play with you and don't know how to ask so they just start running, or they might be looking for you to tell them "no stop don't

do that", we often think of these as the "naughty" behaviors because they love our response

- Campers might be looking to get out of an activity or location, we call these _____ behaviors. They might just be protesting an activity or covering their ears and walking away from the dance party because it's too loud
- Campers might be trying to _____. We often see this when they are running to the swing or crying that it isn't time for swimming or waiting to eat. Figuring out what the item/activity is that they want is very helpful so that you can show them schedules until it is time for that activity or have them work to get those item
- The final function to behaviors is _____, you may have heard the term "stims"
- List 3 examples of stim behaviors:
- Why don't we stop stim behaviors?

Proactive Supports

- Why do we use proactive supports?
-

Visual schedules

- Can be with _____ OR _____
- Can be short i.e., "_____"
- Can be for longer periods of time like _____
- When using schedules, it is important that the campers take ownership of them by _____
- Make sure NOT to put _____ on schedules because we can't guarantee it

Token systems

- Token systems _____ completed _____ for physical items, such as earning stars, stickers, smiles, coins, etc.
- Once all the tokens are earned the camper gets to "exchange" all of the tokens for a highly preferred item (like their iPad in the cabin at rest time) but never scheduled events, you can't take away like dinner, swimming, or the dance party

Positive attention and praise

- Tell the camper what they are doing _____!
- Tell them how great they did at an activity, tell them how _____ you are!
- Always remind them what they are doing _____ and focus on the _____ as much as possible
- The more often you tell them what they are doing well, the more meaningful it will be when you have to _____

Functional communication and honoring requests

- When the campers ask for a break from an activity or location or help completing a task make sure to you _____ within reason - it makes them more likely to ask you in the future and helps prevent them from doing something unsafe to get access to the break or help

Setting yourself up for success

- Create _____ that will last for the week
- Have _____!
- We can always _____ supports

Behavior Training Part 2

- Reactive Strategies:
 - Make sure to ask _____ for coping strategies they use at _____ during _____
 - Ask families: "What happens if he/she gets upset or is having a tough time?"
 - Give _____ and _____
 - Ask if they want time to calm down or to talk to someone else
 - Ask how you can help and validate _____
 - "What can I do for you?"

- "How can I make it better?"
 - "I understand you're upset..."
 - Allow them some control and _____ within reason
 - Change up the _____ OR _____
 - Go somewhere different, offer a different activity, different person, use humor
-
- Deep _____, hand squeezes, pressure, drink of water
 - Some maladaptive behaviors you may see:
 - Verbal refusals OR stubbornness
 - Provide _____
 - Come up with a solution together
 - First/then
 - Avoid power struggles
 - Crying OR screaming
 - Camper may be _____
 - Provide empathy and understanding
 - Allow space to vent with dignity
 - Make sure nothing is _____
 - Self-stimulatory behaviors - rocking, spinning, dumping...
 - Find an appropriate way to meet his sensory needs
 - Give the camper an appropriate time and space to engage in self-stim
 - Self-stim behaviors only really a problem if they interfere with daily living skills and activities, otherwise you don't have to intervene on them
 - Runners
 - Figure out why they are running - attention, leave an activity, get to a new activity?
 - Get them to _____ what they want
 - Block running and ask people around to help _____
 - Severe behaviors
 - May see some larger and more intense tantrums
 - If you're the counselor...

- Provide camper with dignity and support
 - Ask for help from behavior support team
 - Remain calm - camper's anxiety will increase if yours does
 - Block hits, kicks, and move away
 - If you're not the counselor but in the area...
 - Clear all other campers and counselors out of area
 - Get help from behavior support team
 - Ask how you can support/help, but don't just jump in - you might make it worse
- NEVER go hands on with a camper. The behavior support team will do that (only if absolutely necessary!).

Disability Awareness Training

- ----- **Spectrum Disorder**- a neurological disorder that affects a child's ability to communicate, understand and develop language, and relate to others and develop social skills. Autism varies from person to person; some individuals may be more impacted in social delays while others are more impacted with challenges in daily routines and delays communication.
 - Common Characteristics - communication delays or difficulties, difficulty with changes in -----, structure, typical surrounding, and activities of daily living, stereotypical or repetitive bodily movements, and sensory processing delay, could experience a hard time with a break in the routine
 - Helpful Tips - provide clear and concise -----, prepare for transitions with verbal countdowns and warnings, model appropriate social behaviors, use visual schedules and written daily schedules or instructions (ask your cabin leader for a visual schedule!), allow for sensory breaks and breaks from different environments with time to process external stimuli and sensations (eating on the porch or outside on the picnic tables), token systems (some kiddos need extra support to stay on track)

- Down Syndrome - a chromosomal abnormality that is associated with developmental delays (i.e., delays in developmental milestones). Down Syndrome may vary from person to person, similar to Autism, yet all individuals with Down Syndrome will share some common characteristics. Some individuals with Down syndrome may have delays in speech or learning and processing, while others may be more highly impacted with challenges in routines and daily living, and communication.

- Common Characteristics - low muscle tone, hyper-flexibility, distinct physical attributes, developmental delays, and sometimes visual, speech, or hearing impairments.
- Helpful Tips - provide positive praise and reinforcement, clear and concise expectations, written or visual daily schedules, and model appropriate behaviors (handshakes and high fives!!!)

- Cerebral Palsy - a condition caused by damage to the brain, usually occurring before, during, or shortly after birth. Similar to Autism and Down Syndrome, there is can varying degrees of CP when different hemispheres of the brain are affected.

- Common Characteristics - Limited or low motor ability in legs and arms, physical impairments throughout the body, low muscle tone, possible developmental delays
- Helpful Tips - adaptive activities and games to increase inclusiveness in activities (holding the parachute strap, bat, toothbrush using hand over hand approach) encourage social interactions, communication boards or verbal communication supports.

- ADD/ADHD - Attention-Deficit Hyperactivity Disorder might include impulsivity, inattentiveness, or a combination of both.

- Common Characteristics - difficulty attending, impulsivity, hyperactivity. Can contribute to low self-esteem, problems maintaining friendships and relationships, and difficult in school or work.
- Helpful Tips - Consistent verbal redirection (i.e., checking in multiple times, helping to remain attentive to task), verbal countdowns for time and transitions, sensory breaks (going for a walk, bouncing on a ball, kinetic sand, water beads) and opportunities to leave when overstimulated

(some campers have headphones, sit on the porch to eat dinner, picnic tables, telling counselor "I need a break" OR working this into transitions), visual and written schedules and instructions, token systems (sticker chart, I am working for, ask leadership team OR cabin leaders for more assistance with setting this up if you think your camper might need this reinforcement)

Many of our campers and their parents will be our best guide in educating us about their disabilities! Ask don't assume.

Thank you for watching! We hope you learned something new while watching these videos!

Head over to

https://docs.google.com/forms/d/e/1FAIpQLSd-dJIIMfYJOGNcGy-jviwM2piJ5udkre_ezLW7H6oJwT0jcg/viewform?usp=sf_link

To complete your quiz. We will be looking for scores and completion. So, remember to take it seriously!

See you at camp!! 😊