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# INCLUSION TRAINING GUIDE FOR JEWISH SUMMER CAMPS

A PROJECT OF



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## CHAPTER 10:

# VISUAL SCHEDULES, SOCIAL STORIES, AND OTHER PLANNING TOOLS

The predictable routine of summer camp—both day and overnight—is generally beneficial for all campers. Campers with disabilities, especially those with autism, rely on this sameness; sometimes, children with autism have difficulties with unexpected changes of routine. Changes of schedule are inevitable at camp, as in the case of an unexpected thunderstorm which means cancelling swimming, boating or the ropes course. Campers often benefit from visual schedules, which they can consult throughout the day. It is possible to design a schedule which reflects contingency plans. For example, a schedule might note “special activity with life guards,” with pictures of swimming OR games with the lifeguards, depending on the weather.

This section includes a number of useful schedules and picture icons. Each camp uses slightly different words for certain activities and for division names. Included here is a detailed schedule of a division in one camp. It was created to help parents and therapists prepare campers ahead of time for camp, and (at the request of parents), for school districts that might consider funding camp if the educational and therapeutic components are in line with the child’s goals.

The concept of a social story is introduced in this section, with samples from several camp and educational settings. Feel free to adapt them to your setting.

### Visual Schedules

**Definition:** A daily visual schedule is a critical component to a structured environment. A visual schedule will tell the camper what activities will occur and in what sequence.

Visual schedules are important for children with disabilities because they:

- Help address difficulty the child might have with sequential memory and organization of time.
- Assist children with comprehension problems to understand what is expected of them.
- Lessen the anxiety level, and thus reduce the possible occurrence of challenging behavior, by providing the structure for the camper to organize around and be able to predict daily and weekly events. Schedules clarify that activities happen within a specific time period and that “break time” is coming, but after activity time. This also will alert the camper to any changes of schedule that might occur.
- Assist the camper in transitioning independently between activities and environments by showing in them where they go next.
- Are based on a “first-then” strategy; first you do\_\_\_\_, then you do\_\_\_\_, rather than an “if-then” approach. This first-then strategy allows the first expectation to be modified as needed. Example: A camper is having particular difficulty with participation in learning to float on his back due to anxiety, change of instructors, etc. The task can be modified so that the child has to attempt the skill for 3 minutes first and then he/she has a break as indicated on the visual schedule.
- Can incorporate various social interactions into the camper’s daily schedule (e.g. requiring appropriate social greetings, initiating a conversation at lunch, showing a completed project to a friend or counselor, etc.)

**Checking Schedules:** Some campers may need a “check schedule” visual or physical prompt to teach them to independently check their schedule, as well as learn the importance of their schedule. The child who relies too heavily on adult prompts rather than learning to check the schedule independently may have more difficulty understanding the importance of following the schedule and thus, will have limited success in using it.

A visual schedule for a camper with a disability must be directly taught and consistently used. Schedules are not temporary crutches from which campers are to be weaned. Rather, consider these schedules to be prosthetic or assistive tech devices. For a child with autism, the consistent use of a visual schedule is a life

skill/habit with the potential to increase independent functioning throughout his/her life at camp, school, home, community, and later on, in work environments.

## Division Detailed Schedule

### 7:15: WAKE UP

When campers wake up, they begin getting ready for this day. Counselors encourage campers to increase their independence in ADLs (Activities of Daily Living) such as getting dressed and brushing teeth. Campers are expected to get ready and be on time for morning prayers.

### 7:45: TFILLOT (MORNING PRAYERS)

During morning prayers, campers learn the words as well as meanings of the prayers. Campers learn through engaging activities along with repetition of the prayers each day. During morning prayers campers are expected to sit with the group, follow along in the prayer book to the best of their abilities, participate by singing along as much as possible and sharing their ideas, and take on leadership roles, which are prompted regularly, by coming to the front of the room to help lead a prayer.

### 8:30: BREAKFAST

At camp we work on ADLs with our campers, and this includes proper behavior during meal time. Campers eat at a table with 2 staff and 5 or 6 campers. Campers are encouraged to make healthy choices, including going to the salad bar independently, helping to refill family-style dishes when they are empty, and helping to clean up and clear the table when the meal is over.

### 9:15: NIKAYON (CLEANING THE BUNK)

Every morning after breakfast campers return to the bunk to clean their areas and the common spaces. Campers work on independent skills in the areas of making a bed, folding clothes and organizing them on the shelves, cleaning the bathroom, using a broom and dustpan to sweep, taking out the garbage, and other skills in this area. Counselors work with campers using methods including task analysis to break down the tasks into manageable chunks to help the campers learn and become increasingly independent.

### 10:00: SWIM CLASS

Campers receive instructional swim each day in our beautiful lake. A trained swim instructor works with our campers to develop confidence and skills in the water. Depending on their level and ability, campers swim either in the shallow or deep areas of the lake, and receive specific instruction in swimming basics and stroke mechanics.

### 11:00: JEWISH STUDIES CLASS

An experiential education model is utilized for the Jewish Studies class. Campers may hear Jewish stories, participate in hands-on projects, act out bible stories, or have discussions about Jewish topics. Campers participate in activities and learn lessons related to their lives as Jewish kids and teens. Campers apply the lessons learned in Jewish Studies class to other aspects of life at camp, with the goal of helping them truly internalize the values and ideas discussed during this class. Topics covered include *Derech Eretz* (treating others with respect), *Tikkun Olam* (repairing the world), and Jewish texts and holidays.

### 12:00: SPORTS

Structured as a time for our campers to interact with and form relationships with typical peers, campers participate in sport games and activities with typical campers, developing technical skills as well as social skills. They play physically active games that promote social interaction with peers as well as exercise. We have found this combination to work really well, as peers motivate each other and have a lot of fun exercising and playing sports together.

### **1:00: LUNCH**

See Breakfast

### **1:45: REST HOUR**

Knowing how to well use down-time is something that is challenging for many of our campers. Rest hour serves the dual purpose of giving our campers some relaxation in the middle of a very active and busy day and helping them develop the skills to decide how to spend unstructured time. Campers may take a nap, or they may engage in a quiet activity on their bed, such as reading and writing letters to friends and family, doing activities in a workbook or coloring book, talking to their friends and counselors, or playing a quiet game, among other things. Some campers come to camp with activities and games specifically for use during rest hour.

### **2:30: ELECTIVES**

Campers choose from a variety of activities, including, but not limited to, arts and crafts, basketball, tennis, ceramics, woodworking, krav maga (a form of martial arts), cooking, ropes course, drama, and boating. During elective hours, campers build skills in the specialty areas they choose. Campers rotate their activity every 2 weeks, so that they get to participate in and learn about up to four activities per summer.

### **3:30: SHIRA/RIKUD (SINGING/DANCING)**

Our dance and music specialists run activities for our campers during this time. Over the course of the summer, campers have the opportunity to perform for the camp on several occasions, and this time is used to plan and practice those presentations, and to have fun while learning Hebrew songs and Israeli dances.

### **4:30: VOCATIONAL EXPLORATION**

This block of time is used to encourage our campers to begin thinking about what it means to have a job and develop specific job skills. Campers help prepare snacks for the younger kids in camp and deliver them, to see the impact of their work. Campers also help take care of our garden by planting, weeding, and watering the plants. Many campers do additional work at other times of the day, including working in our guesthouse folding towels, making beds and sweeping, working in the bakery run by our full-time vocational program for graduate campers, or working in the mail room.

### **5:30: BECHIROT (CHOICE)**

This is a flexible block of time. The counselors will often plan special activities for the campers during this time, such as boating or visiting the water trampoline. This time period is also sometimes used as shower time on busier days when campers need a break. Shower time is another time when campers are encouraged to increase their independence in ADLs. Counselors support campers, and aim to fade their support over the course of the summer to encourage independence in self-care skills such as showering and dressing.

### **6:30: DINNER**

See Breakfast

### **7:15: EVENING ACTIVITY**



The evening activity is planned by the counselors each day. The evening activity always has an overarching goal that focuses on growth, skill building and learning in some way. Examples include building go-carts to race, doing “mad-science” projects, or learning about Israel through fun, hands-on activities.

### **8:30: BEDTIME**








Once again, independence in ADLs is encouraged as campers prepare for bed. Each night, after everyone is ready for bed but before lights are out, counselors plan a special wind down activity, either by bringing in a guest who might tell a story, sing, or play guitar, or by going around the room and having everyone share the best part of their day. This is to help the campers wind down after an exciting day at camp and fall asleep.


## Day Camp Sample Picture Schedule

9:30-10:00	Photography 
10:00-10:30	A&C 
10:30-11:00	Nature 
11:00-11:30	Sports 
11:30-12:00	Lunch 
12:00-12:30	Tennis 
12:30-1:00	Drama 
1:00-1:15	Change 
1:15-1:45	Swim 
1:45-2:00	Change 

2:00-3:30	Special Event 
3:30-3:45	Snack and Dismissal 

### Overnight Camp Sample Picture Schedule

7:15-7:45	Wake up 
7:45-8:30	Morning prayers 
8:30-9:15	Breakfast 
9:15-10:00	Cleaning the bunk 
10:00-11:00	Swim class 
11:00-12:00	Drama 
12:00-1:00	Sports 

1:00-1:45	Lunch 
1:45-2:30	Rest hour 
2:30-3:30	Music 
3:30-4:30	Tennis 
4:30-5:30	Nature 
5:30-6:30	Shower time 
6:30-7:15	Dinner 
7:15-8:30	Evening activity 
8:30	Bedtime 

### Cool Down Strategies

It's ok to feel mad or frustrated, but you should not hurt or bother other people or yourself.

\*Choose a physical activity - brain break



\*Breathe deeply



\*Count to 10



\*Sit and think



\*Drink some water



\*Think of a happy place



\*Smile anyway



\*Talk to someone



\*Quiet spot/cool-down box



\*Write about it



\*Draw a picture





NOW: I will participate in an activity for 15 minutes



THEN: I can take a break and go get a drink of water



WHEN I NEED A BREAK:



I will go to:  
*the divisional office*

If the office is too busy, I will go  
to:  
*the pavillion in front of my bunk*

WHEN I AM FRUSTRATED:



I WILL

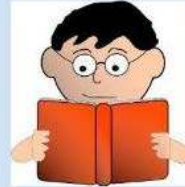
1. Sit on my bed
2. Take five deep breaths
3. Not dump my clothes out of my cubby
4. Count to ten
5. Go back to the activity

When I wake up early:

1. I will sit quietly on my bed



2. I will read a book or write a letter



3. I can also listen to music with my headphones on

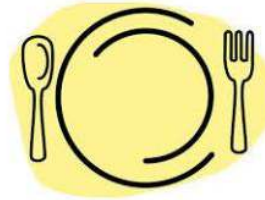


4. I will not wake anyone else up



In the Dining Hall, first we sit together to eat a meal

1. We walk together to the Dining Hall
2. We sit at our table and wait for our turn to get food
3. We wait on the line to get food



After we get our food, we sit at the table



1. We eat our food
2. We clean up
3. I ask to sit outside with a counselor when I am finished

## Social Stories

This technique can be preventative (used in anticipation of a situation you know will be difficult for the individual) and crisis-oriented (used as an intervention following a crisis, to both solve the problem at hand and as a coping technique for future use). Social stories provide a “road map” of what to do when encountering a new or challenging situation. There is no such thing as “social story time” and the stories should not be generic. They are written for and with a particular individual in response to, or in anticipation of, a particular event.

General guidelines to follow when using a social story include:

- Ideally, the story should be developed with the individual prior to the occurrence of the problem situation. When this cannot be anticipated and is developed after the fact, it must be when the child is calm and can focus on the story with you.
- Remember, social stories will not be effective for everyone. When you initially develop a story, you will be able to gauge the story’s effectiveness based on the child’s verbal agreement and compliance. Readers, who enjoy stories, have stronger verbal skills and like to figure out events/negotiate, seem to be good candidates.
- Allow the child as many choices as possible while you work to create a story. “Would you like to sit at the table or under a tree?” “Do you want to use a pencil or a marker?” As you write the story, allow the individual to contribute choices you have offered (this or that), keeping in mind the integrity of the story. Initially, you should develop your story writing skills by creating stories prior to a situation and when you feel comfortable with that skill, then begin to develop stories in response to a crisis.
- Once the story has been completed, it is equally important for it to be reviewed on a daily basis and close, time-wise, to the event the story is meant to support. This practice is crucial to the story’s effectiveness and should be continued until the individual’s compliance is demonstrated without problems.
- How do you begin? Think of social stories as a story that describes a situation in terms of: 1) the relevant social cues and 2) a description of what the individual should do or not do in a situation. It should be clear and specific. The steps to follow include:
  - Target the specific situation you want to develop the story for. You must be familiar with the individual, so you can understand their perception of the situation and what motivates them to respond in an inappropriate way.
  - The story will contain three basic types of sentences.
    - Descriptive- these sentences clearly define where and when the situation occurs, who is involved, what they are doing and why. It is important to carefully describe what people do and why.
    - Perspective- these sentences describe the reactions and feelings of others in the situation
    - Directive- these sentences describe the specific responses the individual needs to make in the situation. It clearly tells the individual what is expected as a response. A directive sentence often begins with the words, (I will work on..., “I will try..., “I can try to.....” State these sentences in positive terms-describe desired responses instead of describing problem behaviors. It will be necessary to model the desired behaviors. “Following directions looks like....” Role playing is another very effective intervention
  - Write the story in first person/present tense, as though the individual is describing events as they take place.
  - You may want to add illustrations, especially for non-readers, so make them clear and simple; avoid detail.
  - The goal of the social story is not rote compliance, but to teach social understanding.

## Social Story: Winning and Losing

My name is \_\_\_\_ and I can play games and have contests at many places: in school, at home, at camp, at a party, or at a friend's house. When I play a game, I might win or I might lose. I don't like to lose. Most children don't like to lose. It is important to keep control even when I lose.

Control looks like no crying, no tantruming, and it sounds like, "That's okay, maybe I'll win next time!"

A good sport will say "Congratulations" to the winner.

If I can't keep my control in front of the winner, I need to walk away, get in control, and be "OK."

When I am a winner, I need to remember how it feels to lose and say "good try."

Sometimes I win. Sometimes I lose. Sometimes I get a prize, and sometimes I don't. I must remember that all of these things happen to everyone and it is OK.



## Social Story: Hands are for High-Fives!

I love to have fun and play with my friends at camp. Sometimes my friends can get a little too silly at camp. When I want them to stop being silly, I can move next to my counselor, Saharra. If I do this, my friends will stop being silly to me. I will not put my hands on my friends to get them to stop being silly; that is not safe.

Sometimes at camp, I want to show my friends that I like them. At **home**, I can hug and kiss my family to show them that I like them. My camp friends do not like it when I hug and kiss them. At **camp**, we show that we like someone by giving **high-fives**.



At camp, we keep our hands and feet to ourselves. We when we want to show them that we like them. These make sense.



high-five our friends are the rules and they

## Social Story: Trying New Things at Camp

We do lots of different activities at camp. I play games, activities, and crafts with friends in my bunk and in other bunks. I love camp and the good times I have.

Trying new things can be a little scary sometimes, but camp is a great, safe place to try them! I have lots of people to help me at camp, and many of my friends are trying these things for the first time, too!

I might not do it perfectly the first time, but I will learn a little bit more each time I go to a new activity, and I'll keep getting better! I might even find out that I'm really good at it!

The most important thing is to have fun at camp, and trying new activities is one way to do that!



## Social Story: Winning & Losing at Camp

It's important to be a good sport at camp. Sometimes good sports lose, sometimes they win. *Sometimes they're picked first, and sometimes they aren't.* Sometimes good sports get out, and sometimes they don't.

When a good sport loses, gets out, or isn't picked first, she says "That's okay, I'll try again next time." He/she says, "good job" to her friends. We don't play to win at camp, we play to have fun. We are still learning how to play, and we are all winners.



We are at camp to learn new things, make new friends, and play new games. Sometimes I'll win, sometimes I'll lose, but it's all okay as long as I'm having FUN!

### Social Story: Bees and Bugs Live Outside at Camp

My name is Michael and I go to camp outside. Sometimes I see bees and bugs. A bees' job is to take the nectar from flowers and make honey. Sometimes I hear them buzz around. Sometimes I get scared when I see a bee. Other children may get scared too, but we must keep control.


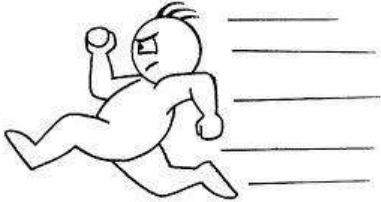





Control looks like: Standing still until the bee flies away-> the bee is only looking for flowers.

Control sounds like: "Shoo bee" or "Get away bee".





I will try to stay in control so I don't frighten the bee. This is what people do to stay safe around bees.

### Social Story: How to be a Good Camper

<p>Being a good camper at camp. Being a good camper is something that my family, my bunk mates, my counselors and my section head thinks is important. I think it's important too.</p>	
<p>One thing I can do to be a good camper is to follow the rules of camp. I cannot touch other people, take other people's things, or look at people in the bathroom. I need to help pass-up my table, get more food at meals, and follow directions. When my counselors ask me to do something, I need to do it RIGHT AWAY. If I do not do these things, my bunkmates will not want to be my friend. My counselors will be very upset.</p>	
<p>The second thing I can do to be a good camper is to be nice to all the other campers. Sometimes this is really hard. But it's really important to be nice to everyone in camp, especially in my age group. This means that I cannot shout, scream, hit, or call other campers bad names or words. If I do these things, people won't want to be my friend.</p>	

<p>If I'm feeling angry, sad, upset or any other feeling, I need to tell my counselors right away. It is important to talk about how I feel with staff members so that we can work to fix it as soon as possible. I need to say "I feel upset" so that the other staff members know that I'm feeling upset.</p>	
<p>I know that I can do these things and be a good camper. I am already having a great summer at camp, and doing these things this will make my summer even better!</p>	

### Social Story: How to Keep Friends

<p>Camp is a place where I have lots of friends. I met a lot of my friends in my age group. However, keeping friends is hard work. If I do not cultivate these friendships, people will stop being my friend.</p>	
<p>One thing I need to do to keep my friends is not shouting. If people around me are talking in a normal tone, I need to talk in a normal tone. If other people are shouting, I can be shouting too! But if I shout during quiet conversations, or during a serious time, people will stop being my friend.</p>	
<p>The second thing I need to do to keep my friends is not interrupt. When people are having a conversation, I need to listen to what they are saying. If a 2 or 3 people are talking quietly that means the conversation is private. I need to walk away and wait until they are done talking to talk to them. I cannot stand right next them; I must walk away. If I interrupt people during their conversations or do not listen to what my peers are saying, people will stop being my friend.</p>	
<p>The third thing I need to do is to say things ONCE. When I say things more than ONCE, people get angry and frustrated. They do not want to hear about the same topic more than ONCE. When I speak about the same topic multiple times, people get bored and annoyed. If they are bored and annoyed, people will stop being my friend.</p>	



I know that I can do these things and keep my friends. While these things are difficult, I am up to the challenge! I am already having a great summer at Camp, and doing these things this will make my summer even better!	
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### Social Story: I Try to Keep My Hands to Myself



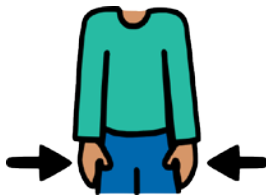
I go to Gateways on Sundays for Hebrew School. I am in Liz's classroom.



There are three different tables in Liz's classroom where people can work.

People like to have space around them when they work. That is why Liz has three tables for students and volunteers to spread out--everyone has the right amount of personal space to do their work.

I have enough space to do my work.



I will try to give other people space so they can do their work. I can try to give people space by keeping my hands to myself.



People feel uncomfortable if they are touched when they are working. Poking people, tapping people, or holding onto other people can make them feel uncomfortable.

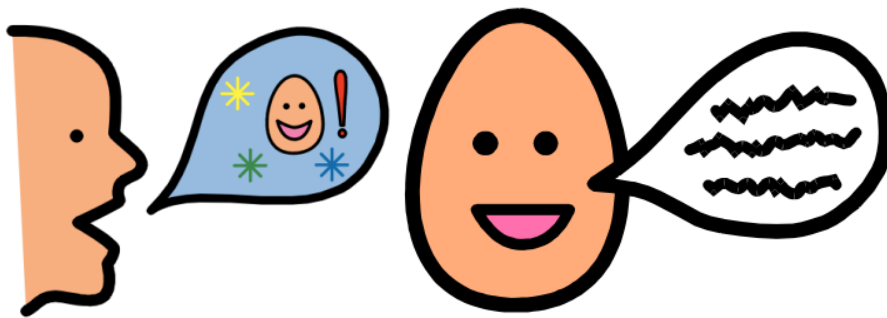
Touching people distracts them from their work and invades with their space.



I want my friends to feel comfortable. I will try to give them space by keeping my hands to myself.

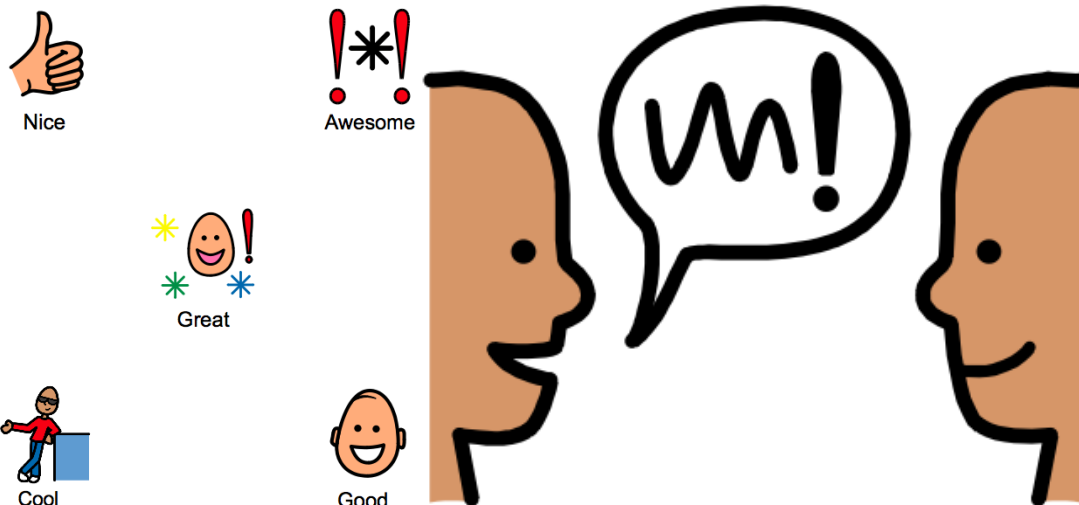
If I want to touch my friends, I can ask them if they want to shake hands, bump fists, or give me a high five. This is a nice way to touch my friends.

### Social Story: Words That Help and Words That Hurt



Friends use helpful words when they talk to each other. Friends also give compliments and use words that help. Some words that help are:





A friend can use words that help in a sentence and say, “That looks nice” or “that looks really cool.” This is a positive way to be a friend to someone at Gateways.

When a friend wants to say something positive he or she can say:



Good work!



That looks nice!



You're pretty smart!



Great effort!



Good job!

When a friend wants to give encouragement or support, he or she can say:



Keep trying!



You can do it!



You did that by yourself?  
I've never seen it done any better!



I didn't know you could do that!



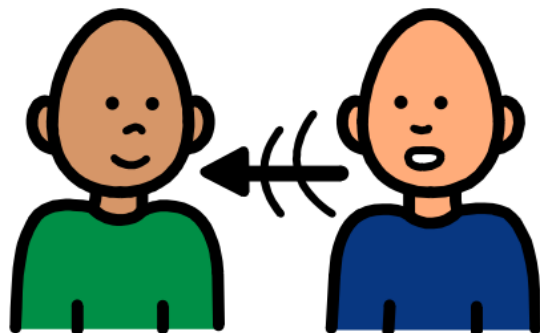
Let's try again



Sometimes people use words that aren't positive and these are called negative words. Negative words can hurt people's feelings. Sometimes when someone is angry or frustrated they might use negative words.



At Gateways if I use a negative word it will hurt someone's feelings.



If I hurt someone's feelings then I need to apologize.

To apologize I need to say "I am sorry." Another way to say I am sorry is to say, "I am sorry that I yuck-yucked your yum-yum." My volunteer Rebecca taught me this phrase. It means, I am sorry that I said something negative.

### My Lave Tov -- My Good Heart



I go to Gateways for Hebrew school.

I really like Gateways and I have friends there.



People are kind to one another at Gateways. Students and volunteers and teachers all try really hard to be kind to each other and to be friends with everyone.

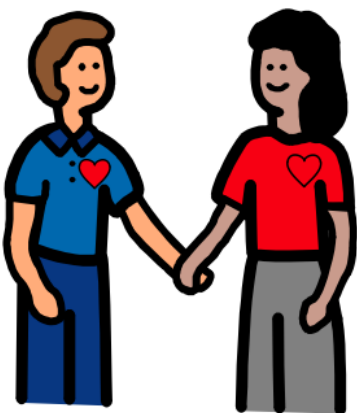
At Gateways, it is important to be kind and to be a good person.



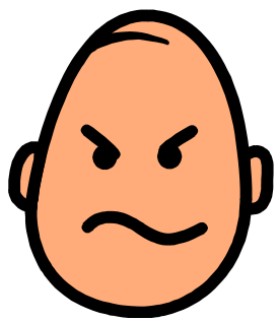
Being kind is a positive Jewish value and also means you are a good person. In Hebrew being kind means you are using your "lave tov"—your good heart.



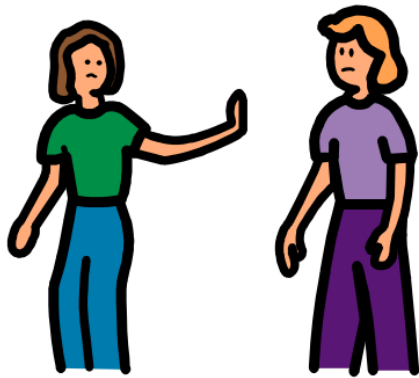
When I go to Gateways I try to be kind to others and to be a good person.



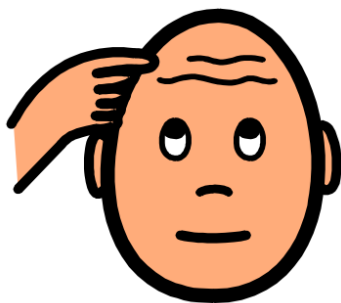
People like me because I am kind and because I use my good heart. I feel happy when I use my lave tov—my good heart.



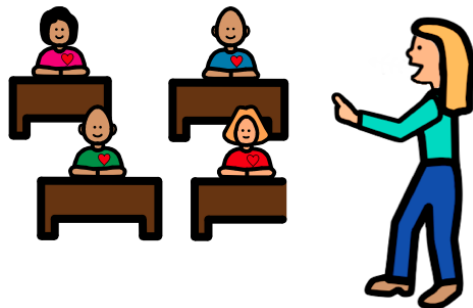
Sometimes when I am angry or frustrated I forget to use my lave tov –my good heart– and I might say something unkind.



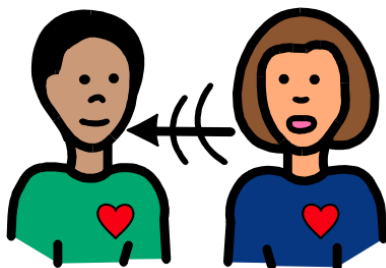
When I say unkind things my words hurt the people at Gateways, and they may not want to be my friend.



I have to be careful about the words I use.



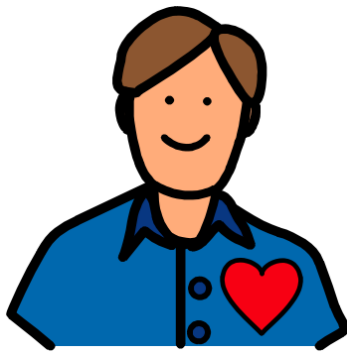
My volunteers and my teachers at Gateways will remind me to use only words that help people. The volunteers and teachers at Gateways want to help me to use my “lave tov”—my good heart—so that I will be a kind and nice person.



I will listen to my volunteers and teachers when they remind me to use my “lave tov”—my good heart.



When I use my “lave tov”—my good heart—it shows that I am a kind and nice person, and I will have friends.



I will always try to use my “lave tov”—my good heart.



### My body is Holy and Good—Worksheet



My body is holy and good.

I can use parts of my body to do many things that help me. And I can use parts of my body to help others. For example:

Eyes: I see with my eyes. I can see people in need and help them.

Legs/Feet: I use my legs and feet to walk and run. I can run or walk in a Walkathon to help a specific cause. I can walk to a hospital to visit the sick.

Ears: I use my ears to hear. I can listen to my parents, which helps me to honor them.

Make up your own examples:



My head can be used \_\_\_\_\_

With \_\_\_\_\_ my \_\_\_\_\_ head, \_\_\_\_\_ I



My eyes can be used \_\_\_\_\_

With my eyes, I \_\_\_\_\_



My ears can be used \_\_\_\_\_

With my ears, I \_\_\_\_\_



My mouth can be used \_\_\_\_\_

With my mouth, I \_\_\_\_\_



My hands can be used \_\_\_\_\_

With my hands, I \_\_\_\_\_



My legs/feet can be used \_\_\_\_\_

With my legs/feet, I \_\_\_\_\_



My heart can be used \_\_\_\_\_

With my voice, I \_\_\_\_\_



My strength can be used \_\_\_\_\_

With my strength, I \_\_\_\_\_



My brains/intelligence can be used \_\_\_\_\_

With my brains/intelligence, I \_\_\_\_\_