

DAY CAMP SUPPLEMENT #2

MODIFICATIONS & ACCOMMODATIONS

BIG IDEAS

- Being proactive and thinking in advance about campers' needs is much more effective than being reactive.
- Setting up routines and anticipating challenges will go a long way in ensuring successful bunk dynamics.
- Many of these transitional strategies can be applied to other parts of the day, and will benefit *all* campers.

MATERIALS

- Papers and pencils
- Craft supplies
- Copies of HANDOUT #1A (one per person)
- Copies of HANDOUT #1B + Social Story example (one per pair)

ACCESSIBILITY CONSIDERATIONS

- If some staff members are blind or visually impaired and can't see the images, describe them.
- Make sure that the handouts are in an accessible format for each staff member. Does anyone need larger print? An electronic copy?
- Some staff members may have difficulty with reading or writing, so be conscious when pairing people up and allow for flexibility if one of those staff members feels a different pairing would work better for them.

ACTIVITIES

1. **Distribute:** Provide one copy of HANDOUT #1A to each staff member.
2. **Pairs:** Divide participants into pairs.
3. **Discuss:** Each pair will read the list amongst themselves. Then, they will decide on one or two strategies they would like to try to implement. They should think about what they need to do in order to try those strategies: Do they need to talk to someone in a leadership position? Do they need to make something? Do they need to create a playlist? To whatever extent possible, they should plan out and create as much of the strategy as they can. (Note: if participating staff members are not bunk counselors, the strategies on this list will work for all different parts of camp.)
4. **Share:** Each pair will share the strategy they have chosen to implement.
OPTION: Team up two pairs together so they can check in with each other during the summer about how that strategy is going!

HANDOUT #1A

Many bunk routines can be made more effective for campers with and without disabilities, and can be made to create smoother transitions for everyone. Below is a list of strategies to consider:

- Visual Schedules - in words and pictures, post the daily schedule. Some campers will also benefit from an individualized schedule they can carry around with them. Visual schedules can be extremely effective with:
 - Transitions
 - Visual learners
 - Addressing difficulty with sequential memory
 - Helping children understand what is expected of them
 - Minimizing anxiety
 - Reducing the occurrence of challenging behavior
- Time Timer - for the whole cabin, or for individual child (they come in different sizes) - a visual representation of time that helps campers understand how long they have to do something (i.e. shower, get into bathing suit, etc.). Can also use a sand timer.
- Warnings before transitions occur - five minutes, two minutes, one minute.
- Counselor attention during a transition.
- Music playlist for cleaning up the bunk - campers know that when a certain song comes on, there are three minutes left.
- Box of fidgets toys in the bunk (some things can go from activity to activity).
- Weekly or daily social/emotional check-ins; include images/emojis for campers who may have a more difficult time identifying emotions.
- Display each camper's name and picture in the bunk so all campers can learn them.
- Post a list of "camp jargon" so all campers can understand what peers/counselors are saying.
- Worry box (a place for campers to put their worries).
- Busy box (things to do - puzzles, word finds, playdough, etc. to be used during down times).
- Social Stories (a more time-intensive strategy, but really useful).

NOTE: Have a plan for how you prepare campers for rainy day alternative schedules and other things that may change the expected agenda for the day. Talk to campers about what will be different, have dedicated visuals for rainy days, take time to explain what is going to happen next, etc.

HANDOUT #1B

SHORT PICTURE STORIES (OFTEN CALLED SOCIAL STORIES™)

Short picture stories:

- Provide a “road map” for what to do when encountering a new or challenging situation.
- Are written in first person/present tense as if the individual is describing events as they happen.
- Are written for and with a particular individual in response to or in anticipation of a particular event.
- Sometimes developed in response to a challenging behavior or problem.

It is important that short picture stories:

- Be reviewed often, daily if possible.
- Be reviewed close to the event the story is meant for.
- Are not intended to promote rote compliance, but to teach social understanding.

Example of a day camp picture story can be found on the pages that follow

(Originally created by Orlee Krass. Adapted with permission.)