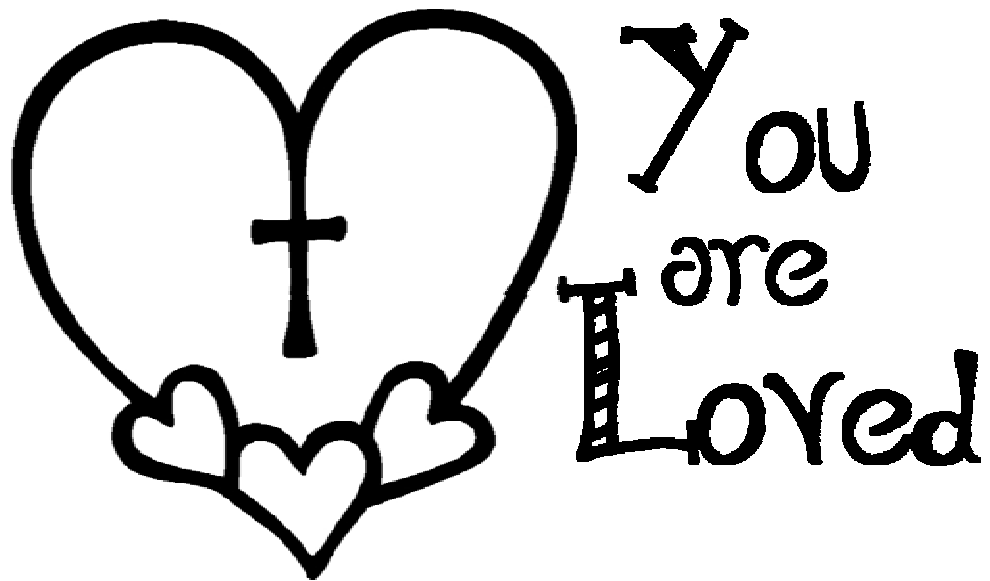


# Episcopal Youth Camp 2010



# Staff Manual

Operated by the Episcopal Diocese of Western Michigan  
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(269) 381-2710 \* [www.edwm.org](http://www.edwm.org)  
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BCP – Book of Common Prayer - the prayer book used by the Episcopal Church and our camp.

CITs – Counselors in Training

Compline – the traditional closing service of the day

Christian formation – basically “Sunday School” – an intentional time of learning and being formed).

Good-Night Groups – Every day ends with “Good Night Groups”, a time of bible study and reflection of the day. The cabin counselors lead the discussion and invite each person to join in the conversation.

Walden – a place on the camp site that is used for worship & has stadium-style seating



# T h e C a m p ' s P h i l o s o p h y

The Episcopal Youth Camp is run by the Episcopal Diocese of Western Michigan. Our purpose is to create a week long community based on the promises of the Baptismal Covenant. Our staff members are primarily volunteers from around the diocese and headed up by the Camp Director, who directly reports to the Assistant to the Bishop for Children, Youth and Young Adult Ministries. Our day is based around times of prayer and fellowship, which the service of the Holy Eucharist being at the center. All campers and staff are full members of the body of Christ and fully participate in all worship, including taking the parts of the worship leaders and Eucharistic Ministers. Our fellowship times are centered on respecting the dignity of every human being -our activities are fun with the emphasis on building relationships; with God, with ourselves and with others.



## A P r a y e r f o r C a m p

*O Lord, you who called the children to yourself*

*Be with us as we prepare for camp this year.*

*We ask that you bless all those who following in your steps*

*Give themselves in service to these children.*

*Give the camp staff grace and wisdom to create a formative Christian community and to see others in your spirit of love.*

*Pour your blessings upon the families and children of this diocese as they prepare For this adventure in discipleship.*

*Teach us in all things we do to give glory and honor to your creation and most of all to you our Creator and Redeemer.*

*Thank you for in your presence we are truly blessed!*

AMEN

## B a p t i s m a l C o v e n a n t

With God's help we will...

Proclaim by word and example the Good News of God in Christ.

Seek and serve Christ in all persons, loving our neighbor as our self.

Continue in the apostles' teaching and fellowship, in the breaking of bread, and in the prayers.

Strive for justice and peace among all people, and respect the dignity of every human being.

Persevere in resisting evil, and, whenever you fall into sin, repent and return to the Lord.

# D i o c e s e O f W e s t e r n M i c h i g a n ' s S t a t e m e n t O f I d e n t i t y

## MISSION STATEMENT

We, with our Bishop, in our Anglican tradition, strive to proclaim and manifest God's love to all persons in West Michigan and the world so that, in the worship of God and service in the name of Jesus Christ, unity may overcome estrangement and hope may overcome despair.

## THE VISION OF THE PEOPLE

We are a people committed to our baptismal covenant and empowered by the Holy Spirit. The promises of our baptism create for us our vision of future ministry and provide us with the passion with which we long to live out our faith in Jesus Christ. It is our calling to be known for inclusivity and intentional growth.

## T h e C h i l d r e n ' s C h a r t e r

### THE CHURCH IS CALLED:

- ~ to receive, nurture and treasure each child as a gift from God; to proclaim the Gospel to children, in ways that empower them to receive and respond to God's love; to give high priority to the quality of planning for children and the preparation and support of those who minister with them; to include children, in fulfillment of the Baptismal Covenant, as members and full participants in the Eucharistic community and in the church's common life of prayer, witness and service.
- ~ to love, shelter, protect and defend children within its own community and in the world, especially those who are abused, neglected or in danger; to nurture and support families in caring for their children, acting in their children's best interest, and recognizing and fostering their children's spirituality and unique gifts; to embrace children who seek Christian nurture independently of their parents' participation in the church; to advocate for the integrity of childhood and the dignity of all children at every level of our religious, civic and political structures.
- ~ to receive children's special gifts as signs of the Reign of God; to foster community beyond the family unit, in which children, youth and adults know each other by name, minister to each other, and are partners together in serving Christ in the world; to appreciate children's abilities and readiness to represent Christ and his church, to bear witness to him wherever they may be, and according to gifts given them, to carry on Christ's work of reconciliation in the world, and to take their place in the life, worship, and governance of the church.

*(Ministry of the Laity pg. 855 BCP)*

# The Program



# The 2010 Camp Theme is You are Loved!



Camp Scripture 2010

Sunday – with you I am well pleased

Luke 3:21-22

Monday-You are loved by God and called by name.

Isaiah 43:1-3a, Psalm 139, Luke 2:21

Tuesday-Because you are loved by God, granted forgiveness, love yourself

Colossians 3:12-16, Luke 15:11-24

Wednesday-Love others

1 John 4:19-21, Luke 10:25-37

Thursday- Love God-time aside to slow down and love God

Deuteronomy 10:12-13, Luke 10:38-42

Friday-Can't keep this love to self, must tell others

Romans 10:14-15, Matthew 28:16-20

# The Schedule

Camp officially begins with an orientation for staff on the Saturday before the campers arrive, and ends after our prayers and thanksgivings at around noon a week later. The campers arrive at 4:00pm on a Sunday, and leave at 11:00am on the following Saturday.

## Senior Camp basic daily schedule

7:30am	wake up
8:30am	breakfast
9:15am	morning worship
9:25am	Eucharist planning
10:15am	formation
11:30am	leadership role meetings (when done hang out on patio)
12:00pm	lunch
1:00pm	rest hour
2:10pm	worship
2:20pm	afternoon activities
3:40pm	activities end - shower & hang out in cabin area
4:15pm	e-task & Eucharist prep
4:45pm	Eucharist
6:00pm	dinner
7:00pm (or so)	evening activity
8:30pm	leadership role meetings
9:00pm	Evening Worship - Compline
9:30pm	Read for Bed
10:10pm	Goodnight Groups
10:30pm	Lights Out
Midnight	staff curfew

## Junior Camp basic daily schedule

7:45am	wake up
8:30am	breakfast
9:15am	cabin clean up
9:45am	formation
11:15am	cabin time
12:00pm	lunch
1:00pm	rest hour
2:10pm (or so)	activities
4:45pm	Eucharist
6:00pm	dinner
7:00pm (or so)	evening activity
8:15pm	Compline
	good-night groups
9:30pm-10:00	Lights out (depending on age)
Midnight	Staff curfew

## P r o g r a m & S t a f f B a s i c s

We run 2 weeks of camp. Senior Camp is the first week and Junior Camp is the second. We also have a Counselors-in-Training program. During both weeks of camp, the campers are split into cabins by gender & grade. Each cabin has 2 adult counselors who act as mentors, guides and models of behavior. The cabin groups eat together in a family-style table and have to work through problems that come when 12 people share a one room. Every day ends with “Good Night Groups”, a time of bible study and reflection of the day.

### S e n i o r C a m p - A D i f f e r e n t K i n d o f B i r d

Senior Camp is for those entering grades 9-12 & is run as a leaders-in training program along with being a traditional summer camp. We participate in the regular fun of camp (arts & crafts, swimming, archery, etc.), and we also work in teams to help plan and lead activities during the day.

### J u n i o r C a m p – C o m i n g t o g e t h e r t o b u i l d a C h r i s t i a n C o m m u n i t y

Junior Camp is for young people entering grades 3-8 and is a traditional summer camp with swimming, canoeing, archery, hiking, music and arts & crafts. It is a Christian Camp where cabin groups plan the daily Eucharist with the visiting clergy. We experience God in the woods, by the water, and with each other.

### C o u n s e l o r s i n T r a i n i n g ( C I T ) – L e a r n i n g t o s e r v e C h r i s t i n c o m m u n i t y

Counselors in Training is open to young people who are 16, 17 and 18 and not yet out of high school. CITs lodge together with their adult mentors in the section of camp called “Tinuwen”. They spend part of the time in a classroom setting, learning about child development and leadership skills. The other time they spend with the campers.

### T h e S t a f f - B e a P a r t o f I t

We have clergy, teachers, parents, retirees, nurses, stay-at-home moms, lawyers, accountants and college students. Our oldest counselor is 70 (something) and the youngest is 18. The common thread is that they all give a week or two to the service of God and the care and feeding of the young people in our Diocese! Our Staff are given a unique opportunity. They are invited into the lives of children. They model the lives of Christian men and women. Most are not trained in theology, but they are open with the children about their own personal walks with God.

### C l e r g y o f t h e D i o c e s e & D a y S t a f f

Since 2005 the Episcopal Youth Camp has invited the clergy and lay professionals of our Diocese to serve as Day Staff. These special positions support our campers in staff in so many ways. The campers are able to see people from their home parishes in a different light. The staff feel supported by people coming in and helping in the special ways God has called them. And as the entire community practices hospitality we feel the fresh breath of the Holy Spirit blow in with the arrival of each new Day Staff.

# Senior Camp - A Different Kind of Bird



*Inviting and encouraging all campers to explore where God is calling them.*

*Senior Camp is a combination traditional summer camp and a “leaders in training” program. We believe that each camper has different gifts that are given freely by God. We believe that the staff are there to challenge the campers to find new gifts and encourage them to grow into the best adults they can be in a safe and caring environment.*

We invite and encourage the campers (and each other) to

- 1) Try new skills
- 2) Practice new models of leadership
- 3) Discern their gifts within the community
- 4) Go deeper with their own relationship with God
- 5) Seek communities outside of camp that continue to support them in their own individual gifts

We do this with every aspect of camp life; cabin life, worship, activities, leadership roles, formation time, outreach and even down-time.

## Worship

Our worship time is meant to bring us together and remind us that God is continually in our midst. We say a grace before every meal and thanksgiving after. We stop for prayer during the day, including a daily Eucharist and Compline.

### **Eucharist**

While each camper takes a different job each day, they chose a “ministry” or “task” for the Eucharist that they will do during the entire week. The following list may be changed, so think of these as examples

**Altar guild & sacristan** – setting the table & cleaning up

**Readers** – reading the lessons

**Prayers of the people** – write & read the prayers of the people

**Music** – picks the music & teaches new songs, or performs special music

**Acolyte & deacon support** – serves the priest at the table

**Homilist** – writes & gives the homily each day

**Verger** – makes sure everyone knows his/her place & that the service runs smoothly

**Drama** – acts out the gospel or another lesson

## Activities

We participate in all the activities of a traditional camp – swimming, canoeing, games, arts & crafts and archery. One day we may go on an office-site trip (in the past we’ve gone canoeing to a secluded island and tubing down the Newaygo River). We also participate in group building and group challenge activities.

## F o r m a t i o n

We spend one to two hours a day with intentional Christian formation (for those not familiar with the term, it is basically “Sunday School” – an intentional time of learning and being formed). The camp staff and day clergy lead a variety of discussion and activities based on the theme of the camp year. Meditative walks, learning about Anglican prayer beads, gifts discernment, meditating on scripture, learning different forms of prayer, the sacraments and discussing how God is a part of your life have all been topics.

Our theory is that we invite the young people (and each other) to take a closer look at their own personal relationship with God. We also invite them to look at The Episcopal Church and her traditions.

*Inviting* – we invite the young people to go at their own pace with their Christianity.

## D o w n t i m e

People often don’t think of downtime, or free-time, as times we can encourage the growth of young people, but we do. This is a time when they are able to relax and have fun – they meet new people and learn about differences.

## L e a d e r s h i p R o l e s

The biggest difference between junior and senior camp is the inclusion of leadership roles at senior camp. The adults are asked to use their own gifts and strengths to coordinate one aspect of camp, and to invite the young people to try new things and see how their gifts are suited for those tasks. We split the campers into the different roles, so that each camper does each role, and all roles have people.

**Coordinator:** This role is the time & schedule keeper. They make decisions when changes need to be made to the schedule, they call people together and make sure everyone is there, and get their attention when it’s needed. They also coordinate with the other groups to make sure things run smoothly and everyone knows what’s going on. The goal of this group is to

- 1) know the schedule
- 2) make sure others know what’s going on
- 3) see where there are gaps that need to be filled
- 4) make changes as necessary
- 5) think for the group as a whole
- 6) bring people together and get everyone’s attention



**Memory Keepers (Scribes & Photographers):** The scribe keeps the daily journal – what’s going on, funny & fun things that have happened, etc. The goal of this group is to

- 1) observe others
- 2) note the things that people will want to remember
- 3) write down those things

Photographers have the official camp camera. At the end of the week all the photos that are taken are put on a website and campers can download them..

- 1) observe others
- 2) keep a physical record of what we did during the day
- 3) make sure we have pictures of everyone at camp

**Worship:** These people coordinate the worship throughout the day. They lead us in morning prayer, noon prayer, prayers at meals and Compline. The goal of this group is to

- 1) Find prayers that are appropriate for the different times of the day
- 2) be able to lead Compline
- 3) read and pray aloud

**KP:** These people are in charge of the meal times. The goal of this group is to

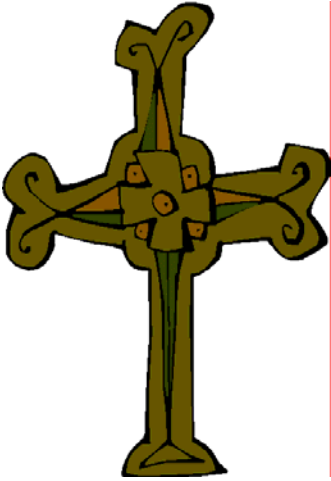
- 1) set up for meals
- 2) make sure that people are in lunch room and the blessing is said when it's time
- 3) make sure any announcements that need to be said are done
- 4) entertainment during the meal (songs, etc.)
- 5) make sure the thanksgiving is said and people are dismissed
- 6) make sure the tables are clean and everything is put away.

**Environmentalist:** This is the group that ensures our health and safety, and also the health of the environment. The goal of this group is to

- 1) make sure people are staying safe and healthy (drinking water, wearing appropriate shoes, eating well)
- 2) keep the site clean (people are picking up after themselves, etc.)
- 3) To notice the group's impact on the environment, and try to find ways to lessen that impact (garbage use, etc.)
- 4) Perform cabin checks with the nurse



# J u n i o r C a m p - C o m i n g t o g e t h e r t o b u i l d a C h r i s t i a n C o m m u n i t y



## PURPOSE STATEMENT for JUNIOR CAMP

*The purpose of our Diocesan camp is to help young people of diverse backgrounds to grow through the application of Christian Principles within the Episcopal Tradition.*

*Through this we will be able to*

- ◇ *Experience a Christian community*
- ◇ *Connect with other Episcopalians*
- ◇ *Rejuvenate Faith*

*The intentional focus will be*

- ◇ *Modeling Christian behavior*
- ◇ *Revealing Christ to the young people and to each other*
- ◇ *Living out our Baptismal Covenant.*

◇ *Experience a Christian community:* We strive to build and live in a Christian community with every aspect of camp life; cabin life, worship, activities, leadership roles, formation time, outreach and even down-time.

◇ *Connect with other Episcopalians:* While people of different traditions are invited and welcomed at camp, this is intentionally an Episcopal camp.

◇ *Rejuvenate Faith:* We hope that camp will be a spark to ignite the faith in everyone. It is our expectation that all counselors be connected to a faith community outside of camp, and it is also our hope for all campers.

◇ *Modeling Christian behavior:* Counselors and staff members are models for the campers, and for each other. We intentionally treat each other with respect and dignity.

◇ *Revealing Christ to the young people and to each other:* Knowing that God calls each person into God's presence (over and over again), the staff are encouraged to speak openly of how this presence is active in our lives. Through our personal stories, we hope that others will see Christ in us.

◇ *Living out our Baptismal Covenant:* We actively live out our promises in the Baptismal Covenant, by proclaiming the Good News, seeking out and serving the Christ in all people; teaching, praying and worship together, serving those outside our community, respecting everyone, and when we mess up, asking for forgiveness & offering it to those who mess up.

## W o r s h i p

Our worship time is meant to bring us together and remind us that God is continually in our midst. We say a grace before every meal and thanksgiving after. We have a daily Eucharist and daily Compline (the last prayer of the day).

The cabin groups take turns spending about an hour in the morning working with the priest of the day learning about, planning and serving at the Eucharist. We are always amazed with how excited the young people are to be an integral part of the church service, and also how they ask the priests tough and thoughtful questions.



## Activities

We have full camp afternoon and evening activities, along with cabin time in the morning.

**Afternoon Activities:** We participate in all the activities of a traditional camp – swimming, canoeing, games, arts & crafts and archery. The young people get to choose their activities. Help encourage campers to try new things. The counselors take turns leading and being at them. If you have a special gift that you would like to share, please speak with the activities director.



**Evening Activities:** For our evening activities, the entire camp participates in the same activity. Counselors may be asked to help lead things, or take a more active role in some of these.

**Cabin Time:** There is approximately an hour set aside each morning for cabin activities. During this time, each cabin will have one day where they help plan the Eucharist. The rest of the days are up to decision of the counselors. For ideas, please speak with the activities director, who will have TONS of ideas.

## Cabin life

The cabins are separated by grade and gender, and each cabin has **2 adult counselors**. The cabin counselors act as mentors, guides and models of behavior. They eat together in a family-style table and have to work through problems that come when 12 people share a one room.



Every day ends with “**Good Night Groups**”, a time of bible study and reflection of the day. The cabin counselors lead the discussion and invite each person to join in the conversation. GNGs should only last about 30 minutes (with the last bathroom run before it begins). We follow the GNG guide, which has the daily readings and reflection questions for each day. After GNG the campers should be quiet, counselors could read or sing to them for only about 15 minutes more.

Part of cabin life is having **camper responsibilities**. Cabin counselors make a chart for camper daily duties. You can make up fun names for the duties, but they can include:

- Sweeping the cabin
- Straightening the clothes line
- Picking up around the outside of the cabin
- Empty the trash can (take it to the dumpster)

The kitchen ones have to be included in the chart. They can be done by the day or by the meal – whichever the counselors chose. They are:

- Scraper
- Rinser
- Carry to the ledge
- Santizer
- Table sweeper

# C o u n s e l o r s i n T r a i n i n g

## **CIT Typical Daily Schedule**

7:15 Wake Up

8am Breakfast

8:45 Showers

9:30 CIT Workshop

- \*Safeguarding I
- \*Safeguarding II
- \*Program Facilitation
- \*Behavior Mgmt

11am Cabin Immersion Experience w/ Assigned Cabin or Activity Time

Noon Lunch

1pm Rest Hour

2pm Swim Time or Cabin Immersion Experience w/ Assigned Cabin

3:45 Activity Time, eg; T-Shirts, Crafts, Games or Swim Time

4:45 Eucharist

6pm Dinner

7pm CIT Workshop

- Stellar/ Growing Edge Counseling Skills Observations/ Assign Camp Roles Interviews
- Cabin Immersion Reflections/ Tuckman's Model/ Cabin Programming
- Westerhoff's Stages of Spiritual Dev't/ Personal Soul Tending/ Prayer
- Lead an Evening Program
- Friday Eve Dinner/ Celebration/ Report in on Assigned Camp Role Interviews

8:15 Plan O' Rama/ Evening Program Clean Up/ G' Night Groups w/ Cabins?, (Friday)

9:15 Meditation/ Compline/ Order of the Towel, (Friday)

10:30 Lights Out



# Ministering to & with Campers



*O God, you have taught us through your blessed Son that whoever receives a little child in the name of Christ receives Christ himself. Confirm our joy by a lively sense of your presence with us, and give us calm strength and patient wisdom as we seek to bring these children to love all that is true and noble, just and pure, lovable and gracious, excellent and admirable, following the example of our Lord and Savior, Jesus Christ. Amen*

## Staff

**Episcopal Diocese of Western Michigan camp employees (Counselors, Program Staff, Administrative Staff, Day Staff, Volunteers, Chaplains and Health officers) are called to the highest level of thought, speech and action because we have been entrusted with the highest responsibility of teaching and caring for children and youth.**

## **Top Priorities while serving at the Episcopal Youth Camp:**

- To live out our Baptismal Covenant & encourage a closer relationship with God
- To show our passion for our love of God & God's work in this world
- To serve the campers & fellow staff through the ministry of hospitality and love.
- To create an environment in which all of God's children can feel safe.
- To have fun & enjoy your experience at camp

## **What is my role as a staff person at camp?**

- Being a good role model & positive influence and correcting when you see inappropriate behavior
- Walking with the children and youth on their faith journey & share stories from your own
- Participating fully in formation, worship time, and all activities of the camp (you are not an observer, yet a full member of the community)

## **Staff Specifics**

In accordance with the State of Michigan Licensing Rules, the Camp Director is on duty or in residence at the camp and is responsible for day-to-day administration and assuring the care, safety, and protection of campers. Also in accordance with the State of Michigan Licensing Rules, all staff members must have completed the approved personnel record before they begin, and have documentation on all background checks, and in compliance with the Diocese of Western Michigan, have completed the Safeguarding God's Children certification workshop by Wednesday. They shall all complete at least 3 hours of staff training, per week of camp service. All staff members will have written job descriptions listing duties, qualifications, education and training requirements & lines of authority.

# S i t e & M i s c e l l a n e o u s i n f o r m a t i o n

## **Who is my supervisor?**

- Cabin counselor's direct supervisor is the "staff director". This person will help you when you have problems to solve or issues to discuss. This person will also correct you if she or he sees problems or issues propping up.
- The health director, staff director, activities director, spiritual director and all day clergy and day staff have the "Camp Director" as their direct supervisor.
- The camp director's direct supervisor is the Assistant to the Bishop for Children, Youth and Young Adult Ministries, or the Bishop if the two are the same person

**Downtime:** People often don't think of downtime, or free-time, as times we can encourage the growth of young people, but we do. This is a time when they are able to relax and have fun – they meet new people and learn about differences.

**Formation time:** We spend one to two hours a day with intentional Christian formation (for those not familiar with the term, it is basically "Sunday School" – an intentional time of learning and being formed). Our formation time at Junior Camp is spent in an atrium with The Catechesis of the Good Shepherd – a Montessori based program where children are told a story from the Bible and then invited to go deeper into the story with individual activities. Senior Camp is spent in more of a "youth group" setting, with presentations & discussions on themes. Our catechists are trained in a variety of approaches and practice in parishes during the school year.

During the individual time they are invited to learn about Anglican prayer beads, color meditative prayer mandals, set up the altar, read books on Jesus' life & biblical times.

Our theory is that we invite the young people (and each other) to take a closer look at their own personal relationship with God. We also invite them to look at The Episcopal Church and her traditions.

**Inviting** – we invite the young people to go at their own pace with their Christianity.

**Mail (letters & Packages):** Mail can be a wonderful thing at camp. The camp planning committee decided a few years ago to get rid of "mail call" and mail is now given to the cabin counselors to be distributed in the cabins. This is because some campers got huge packages and daily mail, and some campers got absolutely nothing (we have had campers in tears when they didn't receive anything). We do work on all campers getting mail, by letting parents and parishes know about mail, and also the cabin counselors & other staff sending mail to campers.

If you'd like to write cards to your campers, it's very nice & often meaningful. There are supplies in the craft room.

**There will be a staff meeting each day.** At least one counselor from each cabin must attend. Please make sure all information is shared. Notes will be taken and will be available.

What does this mean?

- If you cannot make it to the staff meeting, it is up to you to get the information
- If you would like to share something at staff meeting, please tell the director or whomever is leading the meeting
- **Ask yourself – do I know what’s going on?**

**Staff members have time off each day.** During afternoon activity time cabin counselors are in charge of the activity they are supervising rather than their cabin group, and during evening activities we are together as an entire cabin. Cabin staff will be able to have assigned time off at one of these points during the day. During this time, you may leave camp with the permission of the Camp Director or Staff Director. You must sign out in the logbook located at the office tables and sign in upon return. Staff on their breaks are still considered “on duty” and may be called for if necessary. Breaks will be arranged by the Staff Director, or a designee. If you feel you need more time off, speak to the staff supervisor.

What does this mean?

- Staff must be present at all activities (including all meals, activities, worship, formation & cabin time) unless they are out for approved time off where their duties must be covered by another qualified staff member.
- Please be considerate and participate fully when present.
- A **staff curfew** will be set by the Camp Director.
- **Ask yourself, am I getting enough Sabbath time and enough sleep?**

**Cell phones:** While we understand that cell phones are part of our life, they shouldn’t really be a part of camp. So, what is cell phone protocol?

- Staff may have their cell phones at camp & must be kept in the camp office or away from the campers and the ringers must be turned off.
- Don’t use them in front of campers
- Don’t ever allow a camper to use your cell phone. Calls to camper parents must be made only in the presence of the Camp Director

**Store Runs:** All staff can go to the store during their time off. As a camp, we generally go to the store once a day. If a camper needs something, let the Camp Director know and she will make sure it gets purchased. If you need a personal item, you can ask that it gets picked up, but you must put the money up front. Nothing is to be purchased for re-imbusement without previous approval of the Camp Director, Health Coordinator, Arts & Crafts Coordinator, CIT directors or Formation Coordinator.

**Visitors & Invited Guests:** All visitors (parent, clergy, guests, etc.) must FIRST check in with the Office. They must also check out with the office when leaving. You will know a visitor has checked in when he or she has an official name-tag.

Visitors are not encouraged to visit during camp sessions. If it is truly necessary, they must be invited by a staff member only after permission from the director is received. Permission must be asked with at least 24 hours prior notice to the visitor's anticipated arrival. Visitors or Invited Guests are not allowed to stay overnight.

Visitors are NOT allowed to speak to campers until they check in with the Camp Director. This includes parents of campers & clergy people.

**Camp Newaygo:** We rent space from Camp Newaygo for 2 weeks of the year. We are guests, but they are also there to help us with our needs. For anything that has to do with the camp, if you run into any problems, speak with the Camp Director and she will speak with the director Camp Newaygo.

There are some things that Camp Newaygo runs, and we do what we're told:

- The Dining hall (running meals, etc.) – if you need something, you can ask at the window and they will get it for you. This includes special food needs, tea & coffee. As per their licensing, we are not allowed in the main kitchen area.
- The waterfront (swimming & canoeing)
- Ropes course (for Senior Camp & CITS)
- Archery

The majority of the facilities are for our use, those we do not use will be pointed out. If you have questions, ask the Camp Director or Staff Director & that person will speak directly to the staff of Camp Newaygo.

- Your cabin – you can decorate your cabin in any way you would like. If there are maintenance issues (broken screens, doors, or huge amounts of bugs), speak with the Camp Director
- Shower rooms – Everyone are asked to bring their toiletries & towels in and out with them. Each cabin has a laundry-line for towel, or they can be hung at the end of the bed if it's raining (which it won't be!)
- The bottom floor of the lodge (bedrooms & classrooms). There will be designated rooms for staff and CIT use. Please don't use the undesignated rooms.
- Art hut – Camp Newaygo's things are stored in the Art hut, please don't use their stuff. Our camp's totes are well labeled. You may use our things during cabin time. Please ask before you start & clean up when you are done. If there are supplies you are looking for, ask the Camp Director or Arts & Crafts person and we can help you.
- Camp office – Camp Newaygo has an office in the lodge – this is not ours. If you need something that we don't have, please don't ask them, ask the Camp Director. Our camp office is in the room adjacent to the dining hall. If you need things in here, please ask the Camp Director.

**Laundry Facilities:** There is a washing machine & dryer at camp, but they are primarily for emergency use (wet sheets & sleeping bags). If you are staying 2 weeks, we will have designated time to do our laundry.

What does this mean? If you feel you need to do some laundry, you must get approval from the camp director or staff director before you start the load.

# W o r k i n g t o g e t h e r a s a s t a f f

What does it mean to live in a community? What is normal behavior for you & what do you expect of how others treat you (ie, what are your “norms”)? What are your expectations for others around you?

Triangulation, complaining, splitting & breaking up the community

What to do if you are having an issue with something or someone

Holding each other accountable to follow the rules

Supporting each other (for coverage, for differences in abilities, etc.)

Stepping in if you think someone’s having problems

Deciding who has what role in a cabin

What to do when you have a difference of opinions

Correcting another staff person

Staff intimate relationships

Perception varies from person to person. (this includes personal boundaries, reactions, tiredness, the use of teasing, etc.)

How to approach the Director



# C a m p R u l e s

Camp staff, day staff, day clergy & campers must all follow the rules set forth by the Camp Director and the Camp Planning team.

## What happens when staff chooses to break rules?

- Minor Misconduct or Infraction
  - Day staff and adult visitors will first be told about the broken rule, and if they chose to continue breaking the rules, they will be asked to leave camp.
  - If you see a co-counselor break a rule, it is your responsibility to do something. You can bring the person aside & remind him/her about the rule & ask that this person follow it. If you don't feel comfortable bringing it to the person, you may speak with the staff director, spiritual director or camp director.
  - In most instances, the Staff Director will be the first person to deal with it and will try to work with the staff member to help this become a teaching moment. If needed, the Staff Director will call on the Camp Director or Spiritual Director
  - If the minor misconduct occurs repeatedly or breaks one of the policies, an incident report will be written up and one copy will be given to the Camp Director and a second copy will go in the staff member's personnel file.
- Major misconduct is primarily defined as putting another person in immediate danger.
  - If this occurs the Staff Director will alert the Camp Director immediately. The Staff Director will write up an incident report and will also ask the staff member to put in writing what he/she believed happened. Other staff members who were present at the incident may be asked to write incident reports. The core team will decide on appropriate discipline.
  - If you see a co-counselor perform a major misconduct, it is your responsibility to do something. It is your responsibility to tell the staff director, spiritual director or camp director. If the situation is ever endangering someone – stop it immediately

**Discipline:** In the cases of repeated minor misconduct, or major misconduct, the camp director must be made aware. If a staff member is disciplined a record of the disciplinary procedure will be kept on file with the Camp Director and in the employee's personnel file.

## What happens when a camper chooses to break rules?

- Minor Misconduct or Infraction
  - Campers will be corrected using the Behavior Management Policy.
  - For repeated events the Camp Director must be notified & the camper may be put on a behavioral contract
  - If at any point you need help, call someone else over, or speak with the Staff Director.
- Major misconduct is primarily defined as putting another person in immediate danger.
- Campers will be corrected using the Behavior Management Policy. With a major misconduct the Camp Director must be notified immediately.

# Immediate dismissal will result from the following occurrences



## Occurrences

- **The possession or use of alcohol (regardless of age) or illegal drugs or the misuse of legal drugs**
- **Using or possessing firearms or weapons**
  - With pocket knives, they will be taken away from the camper or staff person. This may not necessarily result in immediate dismissal
- **A staff member hitting, spanking, etc. a camper as discipline**
- **Sexual misconduct by a staff member or camper**
  - Staff members and campers engaged in romantic relationships with each other, regardless of age.
  - Sexual abuse or sexual molestation, sexual harassment, or sexual exploitation
  - Campers engaged in sexual relationships with each other while attending camp. This is defined as touching of breast, buttocks or genitals.
  - **Accusations of sexual misconduct of a camper will be treated very seriously.** The state licensing consultant will be contacted as soon as possible and the staff member will be removed from contact with all campers until the situation is resolved.

## Consequences

- It is this camp's policy that in any of the above occurrences campers will be dismissed from camp. If other instances occur and the possibility of dismissal arises, the dismissal of a camper will be decided with input from at least 2 additional people from the core team and perhaps the Bishop, and the State Licensing Consultant with the ultimate decision by the Camp Director.
- If a staff member is dismissed a description of the incident and the course of action will be sent to the person's home rector or sponsoring clergy person and the Bishop and an official report will be sent to the camp's State Licensing Consultant (as per the law). If any financial stipend was previously agreed upon with a member of the staff, that will not be paid.
- If a camper is dismissed a description of the incident and the course of action will be sent to the person's home rector or sponsoring clergy person and the Bishop and an official report will be sent to the camp's State Licensing Consultant (as per the law). Transportation from camp will be provided by or paid by the person. Camper fees will not be returned.

The following behavior policies may not result in immediate dismissal, but are policies that must be adhered to. Disciplinary procedures will be enacted if policies are broken.

*Respect the dignity of every human being and conduct yourself in a responsible manner.*

- **Bullying is not allowed.** (see the section on bullying for more information)
- **Refrain from Peer Pressure.** This includes getting people to do things that they would not normally do to let them feel like part of the group.
- **Language should be used to lift up and support.** Abusive or inappropriate language (swearing, demeaning language, name calling, racial, ethnic or sexual orientation slurs) is not acceptable. Teasing and sarcasm are not acceptable.
- As we work and live with one another we must **refrain from any kind of physical violence.**
- **Respect others' need for privacy and quiet.** Quiet times during rest hour times and lights out must be adhered to.
- People must **respect the property of others.** Stealing will be dealt with individually and should be reported to the Cabin Counselor or Camp Director.

*Care for yourself as you care for others*

- **Smoking for people over 18 is not illegal, but it is not encouraged.** Campers & CITs are not allowed to smoke (regardless of age). Staff members who do smoke must not encourage this addictive behavior in others and must drive or walk to the end of the property and smoke there. This must never interfere with the program or needs of the campers.
- **All prescription or over the counter drugs and medications** will be given to or cleared with the Health & Safety Supervisor.
- **Sacramental wine** will be held in the staff office and used only during the Eucharist.
- In order to do top quality work, campers and staff must be well rested. This means that **during rest hour and after lights out each camper will be on his or her own bunk and will be quiet.**
- All people must be able to **attend the entire week of camp** – or approve the time off with the Camp Director before the beginning of the week.
- Put your best effort forth to wear **appropriate clothing.** Please refrain from shirts with obscene or suggestive sayings or symbols, bare midriffs, halter tops, bikinis, skimpy swimwear, and short-shorts. Shirts must be worn except during water activities
- If we are injured we might have to sit out of activities or perhaps even go home. **Shoes or boots must be worn at all times by both campers and staff. Open toed shoes, sandals or flip-flops should not be worn in any activity where people will be running around or on trails.**
- Spreading germs is easy to do, so **remember to wash hands before every meal and every time you use the bathroom.**
- **Radios, personal CD players, and electronic games and cell phones are out of place in the camp environment** & if brought to camp will be sent home at the cost of the camper.
- **Campers are not to make phone calls and parents are not to be called without the Camp Director present.** The camp office phone number is (231) 652-1184 and is available for emergency use only.

- **Valuable items should be left at home.** The Episcopal Diocese of Western Michigan and the facility we rent from are not responsible for theft, loss, or damage of personal possessions.
- Though this is not a “closed camp” to parents and clergy, **all visitors must have previous approval from the Camp Director and must find the Director as soon as they enter camp.** Visitors must not interfere with the camp program and staff members’ duties. If an unknown person is spotted at camp, a staff member must escort that person to the Camp Director or the Director of Camp Newaygo. Even if the visitor is related to or the clergy of a camper, they must speak with the Camp Director first!
- Remember to put your clothes on and not be **naked outside of cabin or shower**
- **Leaving the camp property without permission of the Camp Director** is not acceptable. Campers must never wander away from area

*Respect the property of others and be good stewards of the environment*

- Except in an emergency or previous approval from the Camp Director, **males must only enter male cabins and females only enter female cabins**
- If you want to **use camp supplies, get OK** from the coordinator of the program beforehand and be sure to clean up after yourself.
- **Food must not be wasted nor played with** (we are living in a country where 25% of the children live in poverty).
- **Do not write on cabin walls.** We are only borrowing these cabins, we do not own them. Any person who defaces or destroys Camp property [including the property of Camp Newaygo] is responsible for the replacement cost of the property.
- As we live together we must keep our areas clean. **All people are responsible for final clean-up before going home.**
- **Do not play with fire extinguishers.**
- These old cabins are very flammable. **Please do not use any item that could cause a fire in a building.** Specifically prohibited are hot plates, candles, incense, and potpourri pots.
- There are woodland creatures EVERYWHERE!!!! **All snacks must be kept in the designated area in a sealed container in the lodge.** Staff may bring snacks into the cabin, but be sure that there are no crumbs or wrappers left when you are finished.
- **Gum is not allowed at camp** – too much of it ends up on the bottom of people’s shoes.
- **Personal vehicles at camp**
  - Vehicles must be parked in a designated parking area – not near the cabins. Lock your vehicle and do not keep any valuables in it.
  - People may not drive any vehicle without the permission of the owner of the vehicle *and* the permission of the Camp Director.
  - Staff are not allowed to drive campers without the permission of the Camp Director.
- **The waterfront and ropes adventure activities** at Camp Newaygo will be run by members of their staff. **All campers and staff must follow all rules set forth.**

# Behavior Management and working with the campers

## Characteristics of Children and Youth by Age

In accordance with the State of Michigan Licensing Rules, staff members must know the general characteristics of the children and youth with whom they are working.

### 5-8 year olds

#### Physical Characteristics:

1. Period of slow growth - Body lengthens, hands and feet grow larger.
2. Good general large motor control, small muscles, and eye/hand coordination not developed.
3. Permanent teeth appearing.

#### Behavioral Characteristics:

1. Attention span short, but increasing.
2. Activity level high.
3. Learning to relate to persons outside of the family.
4. Learning concepts of right or wrong.
5. Becoming aware of sexual differences.
6. Developing modesty.
7. Becoming self dependent and given time, can do things for themselves.
8. Inconsistent levels of maturity; can be angry, self assertive, aggressive, and competitive.

#### Special Considerations:

1. Active, boisterous games with restrained running and jumping are good.
2. Rhythmic activities, songs, and dramatics are good.
3. Limit single activities to 15-30 minutes.
4. Training in group cooperation, sharing and good work habits important.
5. Need concrete learning and active participation.
6. Freedom to do things for self, to use and develop own abilities.

### 8-10 year olds

#### Physical Growth and Development:

1. Growth slow and steady.
2. Girl's growth spurt occurs about two years ahead of boys growth spurt.
  - Slow maturing boys at a disadvantage because of stress on physical ability.
3. Before growth spurt, boys and girls are of actual strength.
4. Large muscle development developing, control over small muscles is increasing.
5. Manipulative skills and eye-hand coordination increasing.

#### Behavioral Characteristics:

1. Stable traits are aggressiveness in males and dependency in females.
2. Age group is usually energetic, quick, eager and enthusiastic.
3. Often restless and fidgety, need action continuously.
4. Eager for large muscle activity, organized team games.
5. Noisy, argumentative, yet highly imaginative and affectionate.
6. Self-conscious and afraid to fail, sensitive to criticism.
7. Interest fluctuates; time span for interest is short.
8. Group conscious, the age clubs and gang begin.
9. Boys still tend to play with boys, and girls with girls.
10. Beginning to learn about moral judgments and learning to apply principles to determine right from wrong.
11. Tremendous interest and curiosity about everything around them.
12. Beginning to achieve independence outside family and learning to relate to adults.
13. Tend to emulate counselors.

*(8-10 year olds continued on next page)*

### Special Considerations:

1. Need praise and encouragement.
2. Exercise of both large and small muscles, by using the whole body activities, team sports, arts & crafts and dramatics.
3. Want a best friend and membership in a group.
4. Need definite responsibility and training without pressure.
5. Need a reasonable explanation and guidance to be helpful in observing the rule

### 11-13 year olds

#### Physical Growth and Development

1. A resting period followed by rapid growth of height and weight.
2. Reproductive organs maturing, secondary characteristics developing.
3. Rapid muscular growth.
4. Girls gradually becoming less active.

#### Behavioral Characteristics:

1. Wide range of individual differences in maturity level.
2. Time of awkwardness and restlessness.
3. Opinions of group become more important than those of adults.
4. Tend to be over-conscious about physical changes.
5. Concerned about appearance.
6. Imaginative and emotional.
7. Asserting independence from adults.

#### Special Considerations:

1. Greater interest in outdoor activities.
2. Competition keen.
3. Organized games needed.
4. Good age for camp because of general enthusiasm.
5. Needs group and team activities.

### 14-17 years old

#### Physical Growth and Development

1. Sexual maturity with accompanying physical and emotional changes.
2. Skeletal growth completed, muscular coordination improved.
3. Rapid, uneven physical growth affects coordination some.

#### Behavioral Characteristics:

1. Between 12-15, shift from emphasis on same sex to opposite sex.
2. Concern about physical appearance.
3. Social activity increases, preoccupation with acceptance of group.
4. Time of adjustment to maturing body.
5. Achieving independence from family.
6. Searching for self-identity.
7. Beginning of occupational choice.
8. Going to extreme, know it all attitude may be evident.
9. Concerned about personal values.

#### Special Considerations:

1. Acceptance by and conformity with others of own age important.
2. Need unobtrusive adult guidance which is not threatening.
3. Need opportunities to make decisions.
4. Provision for constructive recreation.
5. Assurance of security, being accepted by peer group.

## Personal conversations & Sensitive Issues

Staff are invited to be their true selves with campers, but are asked to be careful about how much they self-disclose, or share of their personal lives with the campers. This means that they may be honest with the campers, but if personal questions are asked (especially about their sexuality or any drug or alcohol use or mental health issues) they are to redirect those questions. (An example of redirecting might be, “it sounds like you’re curious about me, but that’s a very personal question that I’m not comfortable answering.”).

If campers begin talking about issues (such as sexuality, drugs, alcohol or mental health issues) with each other, it is appropriate for the counselor to stop these conversations. (An example of redirecting this conversation might be, “people come into this community with different backgrounds & that’s alright.”).

Before staff members share personal conversations, they are to think about what effect it would have on the campers. Ask yourself questions such as “Could this open up wounds that I might not be aware of?” or “Am I telling the young people this because I need to share it with someone?”. If you ever have a question or have a topic of conversation that might be “heavy” for the campers, make sure you discuss it with the Camp Director first. We are only with these children and youth for a week. We are not their primary supports & will not be with them if something were to “open up.” It is our job to encourage & invite them into a closer relationship with God, not to force them into something they may not be ready for.

Sensitive Issues are those social issues that may evoke a variety of strong feelings from different people. Sensitive issues may include, but are not limited, to: smoking, drugs, tattoos, body piercing, sexuality, dating, divorce, ghost or horror stories, and the personal lives of staff or other camp employees. Staff are encouraged not to discuss sensitive issues with campers.

- **Ask yourself, why am I sharing this information?**

**Total Supervision of campers** must be practiced AT ALL TIMES! Supervision is defined as within eye-sight or ear-shot. **This is in accordance with the State of Michigan Licensing Rules.** This is difficult at times, but it is imperative!!!! How do you do this?

- In the Cabins, when campers are getting ready for the day, changing for swim or getting ready for bed, the counselors can sit outside the cabin, or at the picnic tables. If the campers are being rowdy, two counselors will go in to calm them down. If your co-counselor isn’t around, get another counselor. But if things are getting out of hand, get in there with the campers!!!
- When campers go to bathrooms, there must be counselors within ear shot of that. In the single bathrooms, they need to be in the hallway (if a camper or “pumpkin” needs help, 2 counselors must go in with them). In the big bathroom, 2 counselors must be in the toilet area. During the night, have the campers use the bathroom on the main floor of the lodge. For younger campers, the counselor must escort them to the bathroom and wait outside. For those older, the counselor can stand at the cabin door and watch and wait for the camper to come back.
- When campers go to KP or the lodge, there must be counselors in that building.
- At quiet times (after lights out and during rest hour), you must be able to hear your cabin! This means sitting directly outside or being in there with them.
- At least one counselor must stay in cabin area either sitting right in front of cabin, or if there are 2 counselors there, they can *both* be in the cabin. One counselor may go to the lodge (or someplace else on the camp grounds) and hang out. This is decided by the co-counselors.
- **Ask yourself – are my campers being supervised right now?**

**Two-Deep ministry** must also be practiced AT ALL TIMES! **This is in accordance with the Canons in the Diocese of Western Michigan.** This means there will be no less than 2 adult staff members on duty and present with any group of children or individual child, with the exception of the health officer.

In accordance with the State of Michigan Licensing Rules, The daytime ratio is 10 campers to 1 adult (10:1).

The Nighttime ration is 14 campers to 1 adult (14:1).

How do you do this?

- In the cabin area, if you do not have another adult staff person with you, stay out of the cabin, but within ear-shot (unless the campers are getting out of hand & you need to go in)
- During cabin activities such as “cabin time”, rest hour, good night group & even sleep time – at least 2 adults need to be in the cabin, or the adult needs to be outside. Even at these times, you cannot have 1 adult in the cabin
- At activities, make sure that there are 2 or more adult staff members present.
- **Ask yourself – is there another adult present with me?**

## Call for Help!

- **Whenever you feel like you need it.** No one person is in this alone. Just as Jesus sent the disciples out in 2s, we always have at least one other person with us.
- **Repeated behavior.** If the camper repeats behavior after being told and disciplined, tell the Camp Director.
- **Physicalness.** If a camper is ever physical with another camper or a counselor , or is threatening to be – ie, hitting, slapping, punching, choking, pinching, poking, etc. The Camp Director needs to know about this immediately.
- **Immediate Dismissal offences.** If a camper ever does one of the offences that could lead to immediate dismissal.
- **Ask yourself – am I being supported?**

## Time-Tested Strategies for Dealing with Challenging Behavior

- Be the kind of person you want your campers to become - obey the rules yourself!
- Know as many campers as possible by name. Know something about them. Build relationships.
- Be friendly. Always show interest in what individual campers are doing and their progress.
- "One pat on the back is worth two slaps in the face." Praise good qualities and actions.
- A sense of humor is extremely valuable. Use it frequently.
- Maintain your poise at all times. Don't let campers "get to you."
- Don't take misbehavior personally. It is a choice the camper is making.
- Every child has needs; his behavior will give you clues as to what those needs are.
- Keep in mind that misbehavior is seldom willful. Try to find the cause.
- Try to see the camper's side of the situation. Discuss it with him/her until you understand.
- Distract, distract, distract! One of the best methods to control behavior is to keep them busy!
- Show your disapproval of behavior through your speech, facial expressions, and actions.
- Being close when you note a potential problem can keep it from actually occurring.
- Enlist other leaders (peers or staff) to provide role models.
- Allow natural consequences to occur if the results are not to severe.
- Withholding privileges or taking away something a camper likes is usually effective.

- Sending a child to "timeout" allows them time to cool down and think about behavior change.
- Have a group meeting to discuss and resolve generalized problems.
- Remain with your campers during meals and free time.
- Avoid getting campers over-tired, keyed-up, or tense.
- Be willing to admit when you're wrong and ask for forgiveness.

## What is Bullying?

*Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.*

**Types of bullying:** *There are three broad categories of bullying.*

- Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying - This form of bullying is harder to recognize and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumors
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.



**What bullying is not:** *Many distressing behaviors are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:*

- **Mutual conflict** - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike** - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.
- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.
- Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, since the school has a duty of care to provide a student with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned

# Behavior Management 101

Brief Article: Ideas and tips for managing challenging behavior

Campers bring many things with them to camp: sleeping bags, clothing, sunscreen, and bug spray. They also bring with them their enthusiasm and their past in the form of their learned behavior. Understand that a week at camp is not expected to cure all behavior problems. However, if you can determine why a camper is behaving in a certain way, you will have clues on how to deal with the behavior and help the camper behave in a more appropriate way.

When working with campers, keep in mind two things:

- \* Your campers are not mini-adults. Expect them to want to have fun and be active.
- \* Expect your campers to test their limits; they still, however, want and need limits.

## The "Why" Behind the Behavior

Behavior problems surface for many reasons. A camper may be seeking attention or acting out due to being lonely or frustrated. If you can identify the reason for the behavior, you will know better how to handle it. Here are some common roots for behavior problems:

- A desire for recognition/attention: it may be better to be infamous than unknown.
- Frustration: unsatisfied needs or desires often cause children to "lash out."
- Homesickness: being scared and nervous often causes frustration.
- Illness/exhaustion: no one is at their best when they are sick or tired.
- Conflict with another camper/staff member: this often causes people to become defensive.
- Outside conflicts: problems with family, friends, etc., can follow campers to camp.
- Established behavior patterns: lessons learned at home won't be forgotten at camp.

## What to Do When Campers Violate the Rules

Inevitably a camper will break a rule or refuse to cooperate. When this happens, keep these suggestions in mind:

- Give the camper one warning; make it clear that the behavior or action was inappropriate and undesirable.
- Give the camper a chance to explain; he may have a good reason for the behavior.
- Be consistent and impartial.
- Stay cool and calm; keep strong emotions in check.
- Avoid lecturing or embarrassing the camper; discipline in private if possible.
- Stress that the camper's behavior is the problem, not the camper's personality. Help the camper identify acceptable alternatives to the problem behavior.
- Once the disciplinary time is over, accept the camper as a part of the group again.
- Follow the camp behavior management policies for continuing discipline problems.

Sometimes it is best to simply ignore behaviors, rather than reward or punish, which may actually provide attention to encourage the behavior. Ignoring behaviors usually works best for campers who seek attention by clowning around.

Other times, giving the camper attention or affection, which has been lacking, may solve the problem. Giving the child some form of responsibility or encouraging a special interest or talent may result in improved behavior. Often the activity, if it is at his/her own physical, emotional, and intellectual level, is enough to correct the situation.

Discipline and dealing with challenging behavior are never easy. Keep an open mind and try to have patience with your campers. If one strategy doesn't work, try another one. Rest assured, though, that if you can work with campers to find the root of a behavior problem, you will have ideas for how to deal with it, which may help bring a smooth road for the remaining camp session. Good luck!

# Diocese of Western Michigan Behavior Management Policy

**This is in accordance with the State of Michigan Licensing Rules.**

- Set an example for campers by being a positive role model & follow all the rules yourself
- Discuss camp rules with all campers
- Be consistent in application. Enforce all rules at all times
- Apply the consequences of rule breaking in a uniform and consistent manner.
- Help campers understand and develop positive alternative behaviors which are appropriate to replace the unacceptable ones
- Use positive intervention methodologies
  
- Acceptable consequences of rule breaking include:
  - Quiet time & Time outs
  - Restriction from activity
  - Cleaning appropriate designated facility or area  
(specific procedures and applications approved by the Assistant Director only)
  - Conference with the Camp Director, Assistant Director. or Spiritual Director
  - Conference with camper's Cabin Counselor
- All disciplinary measures shall be decided by at least 2 staff people. If you have questions about disciplinary measures, discuss anything with the Staff Director.
- Keep the Camp Director informed of all disciplinary measures by filing an "In-House Incident Report".
  
- At no time is discipline to include:
  - Deprived of food
  - Deprived of sleep
  - Placed alone without staff supervision, observation and interaction
  - Placed alone with only one counselor
  - Subjected to ridicule or hazing
  - Subjected to threat
  - Subjected to corporal punishment
  - Subjected to excessive physical exercise
  - Subjected to excessive restraint
- Periodic evaluations of program/staff/camper groupings shall be conducted to insure that the camp environment is not contributing to behavior problems.

Follow camp procedures explicitly. Do not freelance. At no time is a staff member to deviate from this policy.

# Child/Adult Protection Laws Plan

**This is in accordance with the State of Michigan Licensing Rules.**

**Suspected** Child Abuse must be reported under the State of Michigan “Child Protection Law.”

## Staff Procedures

- All staff members will be required to be certified in the *Safeguarding God's Child* program either during the staff training or beforehand. Those serving at camp for less than the full week may be certified in an equivalent Sexual Misconduct Prevent Training course.
- Upon arrival of campers, the Health Supervisor shall screen all campers as to their physical condition. The Health Supervisor shall note any bruises, cuts or marks on a camper's body. If a camper has suspicious marks, the Camp Director is to be notified.
- All Staff Members (and the Cabin Counselors in particular) shall watch for any signs of abuse or neglect.
  - If abuse or neglect is “**suspected**”, report directly to the Camp Director *only*.
- If a camper confides in anyone of having been abused or neglected, relate this information to the Camp Director *only*. Do not tell any camper or other staff member.
- If abuse or neglect is alleged to have been caused by a current staff member
  - The staff member is to be temporarily removed from all camper contact
- If abuse is alleged to have been cause by a current co-camper
  - The campers are to be kept separate with constant adult supervision of both alleged victim and alleged perpetrator.
- If the camper is injured, medical treatment will be given by the nearest hospital or clinic.
- Camper's records and application forms shall be kept confidential. No one shall have access to the camp and camper files except the Camp Director, camp secretary, Health Officer and authorized government officials.

## Reporting Procedures

- The Camp Director shall make an oral report to the Camp State Consultant within 24 hours.
- Within 72 hours, a written report shall be made to the Department. The written report shall contain the name of the camper and a description of the abuse or neglect. If possible, the report shall contain the names and address of the camper's authorized person and other information which might establish the cause of abuse or neglect and the manner in which it occurred.
- Reporting is handled as follows:
  - First contact the Camp State Consultant
    - Our Camp State Consultant is: Ken Phelps
    - Phone number: (231) 873-7012 cell: (231) 740-3472
  - Department of Human Services in Newaygo County: (231) 689-5575
    - The main licensing & consultant number is: 517-241-2488

# E m e r g e n c y P r o c e d u r e s

**This is in accordance with the State of Michigan Licensing Rules.**

## M i s s i n g C a m p e r

1. Advise Camp Director immediately
2. Check camper's cabin
3. Organize a search party - We may determine to ring a continuous bell and do an all camp assembly.
4. Alert Camp Newaygo staff to help in search and begin lost swimmer plan
5. After 10 minutes of search, contact Sheriff's office
6. After (maximum of) 5 hours of searching, contact camper's authorized person

## S e v e r e W e a t h e r

- In the case of sever weather, the Director of Camp Newaygo will alert the Camp Director and everyone will gather at the lodge.
- If need be, a car or van will drive around camp and pick up groups to bring them to the lodge
- In case of a tornado, a member of Camp Newaygo staff will lead group to the basement

## F i r e E m e r g e n c y

Fire drills shall be conducted, within 24 hours, for each new camp session.

In case of fire:

- The first priority is to remove all people from the vicinity of the fire.
- The person noticing the fire will contact the Camp Director immediately. The fire department will be notified on direction of the Director of Camp Newaygo
- Under no circumstances is any staff member to enter a smoke filled or burning tent, building, or other structure. Fire extinguishers are to be used to exit a burning structure, not to extinguish a structural fire.

### **Procedure**

1. Continuous ringing of the bell
2. go to the front of the lodge (or if the fire is in that vicinity, someone will direct traffic and tell people where to go)
3. line up by cabin groups
4. When it looks as though all cabin groups are there, the Camp Director (or designee) will ask each cabin if they are there
5. If someone is missing, a missing camper search begins immediately
6. If we need to move, the Assistant Camp Director (or camp director designee) will lead the group
7. When we get to new spot we will assemble in the same way and do the same roll call
8. If because of special needs, someone needs to be driven to new spot, a designated person will drive to the new spot and meet the group there

**Notes:**



# Medical Information

for staff knowledge: This is in accordance with the State of Michigan Licensing Rules.

## Health

**Daily Observation:** It is the cabin counselor's responsibility to be aware, on a daily basis, of each camper's physical state. Any changes in appearance, appetite, activity level, or health habits are to be reported to the health officer. The health officer will question all staff at least once a day to ascertain the condition of their campers.

**Bathroom trips:** Campers may need to be reminded to take adequate time to use the bathroom. You are never to keep a camper from using the bathroom (this includes during meals, rest hour, etc.).

## Mealtime

- At least two staff members will sit at each camper table with up to twelve children and monitor campers while they eat.
- Campers must use the bathroom before they go into the dining hall (preferably not during meals).
- The food trays are filled so that they should go around the table once – with everyone getting some before the hopper needs to go up for seconds.
- Try not to let campers become wild as they may be likely to choke on or waste food.
- It is important for them to eat a balanced diet. We encourage trying one spoonful of everything at a meal, bread and dessert excepted.
- Allergies will be notes to cabin counselors so you will be aware of these campers.
- Be aware of tendencies toward bulimia and anorexia. Watch what is and isn't eaten without making an issue of food. Watch for repeated bathroom trips by a camper directly after meals. Bring this to Camp Director's attention. Our policy is that we make sure people eat enough to make them healthy – we are not here to “fix” behaviors such as anorexia or bulimia, but we will make our observations known to parents
- Make sure plenty of water is drunk during the day.

## Camper Visits to Health Facility

There are office hours for campers and staff to visit the health facility to receive medications and minor treatments. Visits by a camper must be with a staff person.

## First Aid Box and Packs:

First Aid Box is kept in the Camp Health Office. First Aid Packs are kept in each cabin (one per cabin) and by each set of cabin counselors (at least one counselor from each cabin must have the First Aid Pack on him or her at all times). Staff may use band aids, etc. for themselves only and on campers with approval of health officer.

## Injured camper or staff member

**If a camper or staff member is injured** immediately call for and/or send someone to get the health officer. An “In-House Incident Report” must be filled out after.

## The “In-House Incident Report” (for camp and diocesan use only) & “Descriptions of Incident”

- For internal use (for camp and diocesan records)
- To be used for non-emergency incidents.
- May be used by all staff who were directly involved in the incident or who were witnesses to the incident. In some cases campers may also be asked to fill out a form.
- Instances this form may be used for include, but is not limited to
  - An accident or injury & Behavioral incidents

# P r e v e n t i n g D i s e a s e T r a n s m i s s i o n

**This is in accordance with the State of Michigan Licensing Rules.** While all staff have some possible occupational exposure, Cabin Counselors have occupational exposure

## **TASKS WHERE EXPOSURE MAY OCCUR**

- Providing first aid for unforeseen injuries
- Cleaning up messes in cabins or elsewhere.

## **METHODS OF COMPLIANCE**

- Universal precautions shall be used by all staffs.
- The following shall be available in the health center: a supply of potable water, soap, single use towels, hand washing facilities, and gear required in a first aid kit.
  - All first aid kits shall contain the following gear: two pair of single use gloves, an eye protection device, a ventilation protection device, a single use protective mask, and antiseptic towelettes.
- Staff in exposure situations shall use protective gear.

## **SHARPS**

- Staff shall not recap sharps.
- A properly labeled and constructed sharps disposal container shall be available at the health center.
- A sharps disposal container shall be closable, puncture resistant, leakproof, and biohazard labeled.
- Sharps shall be placed in the sharps disposal container immediately after use.
- The sharps disposal container shall be turned over to the camp's physician at the end of the season for disposal.

## **HEALTH CARE CENTER**

- The health center shall be maintained in a clean and sanitary condition.
- Eating, smoking, applying cosmetics or lip balm, and handling contact lenses are staff prohibited activities in the health center treatment area.
- Food and drink shall not be allowed where liquid blood is present.
- Broken glass shall be cleaned up only by mechanical means.
- All equipment and facility surfaces shall be cleaned immediately following contamination with blood.

## **CABIN MESSES & BED WETTING**

- Soiled bed linen shall be handled wearing single use gloves.
- Band aids, gauze, or other cloth containing liquid blood shall be placed in a clear plastic bag and disposed of through the camp's physician. Camper clothing shall be placed in a red [or similar color] plastic bag and given to health officer for washing.
- All living area staff will receive training on blood borne pathogen protection by an authorized person. Universal precautions shall be used by all staff members.
- Each cabin will be equipped with a "body fluids" disposable kit. Included will be a large dressing towel, gloves, paper towels, red or pink plastic bags, 1:10 bleach solution.
  - The Kit will be used on any other body fluids such as vomitus, diarrhea or bed wetting. In these cases, use gloves to place soiled articles into bag and bring it to Health officer.
  - Let the Health officer know when you need to replace kit materials.

## **PROCEDURES**

- Wear protective gloves.
- Place sterile gauze pad over wound, apply pressure if bleeding severely. Seek out Health officer.
- Keep others out of contaminated area to prevent contamination.
- Clean area with disinfectant.
- Double bag soiled objects and gloves in red/pink bag.
- Wash hands thoroughly with SOAP and water.

Fill out an "Handling Body Fluids Incident Report"

# POSITIVE APPROACHES TO MANAGING CAMPERS

## a camp counselor's guide to behavior management

*Donald P. Carr, Ph.D., Nancy J. Jaskiw, M.A., S.Psy.S., Nicholas P. Jaskiw, M.A., S.Psy.S.*

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## **PREFACE**

Camp counselors have the unique opportunity of providing campers from all backgrounds with a rewarding experience that they will remember for a lifetime. It is our hope that this manual will help you to enjoy this wonderful opportunity even more.

The purpose of this booklet is to give assistance to camp counselors. Those reading this manual are not expected to have a background in behavioral treatment methods. We have attempted to eliminate jargon and technical terminology often found in assistance manuals. We have also tried to present the information in an efficient, straight-forward format for ease of use.

We would add two cautions

1) The campers in your keeping will have many behaviors which are normal, habitual responses to everyday occurrences. Since they each come from different homes with unique experiences, you will have a multitude of behaviors with which to deal. Most campers' behaviors will enmesh comfortably.

Occasionally, a camper's behaviors may be unacceptable. Please remember that because a camper's behavior is not acceptable or comfortable for you as a camp counselor does not mean the camper is purposely trying to annoy or irritate. Approach this camper as you would any other in your care; it is the behavior, not the camper, that you find difficult.

2) While it is important to react effectively in controllable situations it is equally important to realize when situations are beyond your control or ability to handle, and to seek out the help of more experienced staff or professionals. Have a GREAT summer at camp!!

## **PREVENTION**

Preventing problems from occurring will be your most successful intervention.

The time during which most problems occur seem to be unsupervised free-time, and "down-time" (waiting for the next activity to begin). You will have more rewarding experiences if you make quick transitions, and plan some fun things ahead for use during times you have "nothing to do," or campers are "bored".

You can maximize influence over your group, and set a pleasant tone, long before any campers arrive.

Waiting for the water-front to open is more fun if it also includes songs or story-telling. One counselor spent spare time during the school year learning stories. She jotted notes on index cards to remind her of the stories, then took them with her to camp. Another counselor learned songs, kept a list of titles, and used them during the summer. Younger campers especially like finger-play, or motion songs.

Use your imagination! This can be a wonderful time. These, and other approaches developed to prevent difficulties, are part of positive programming.

Throughout the manual we will provide you with examples of ways you may prevent misbehaviors from occurring as well as methods of intervention if or when they do occur. The lists are not exhaustive.

Brainstorm with other counselors before campers arrive, to add your own suggestions!

## **ROUTINES**

Children adjust more quickly, and feel more competent, if they know the "routine." This is not to say every minute must be regimentally scheduled, but that children should understand the logic and organization of the planned activities so that they have a rough idea of what's coming next. For example, established wake-up time, breakfast, morning activities, lunch, afternoon activities, dinner, evening activities, and "lights out." The "big picture" (major activities) will probably be developed by camp directors and senior staff.

Within your cabin, however, you may need to help the campers make sense of it, and enjoy it more. You set the expectations: you establish the tone.

## **REASONABLE RULES, POSITIVELY WORDED**

Throughout this manual, we will refer to "rules," which we feel should be established to provide campers with 1) guidelines for behaviors and, 2) opportunities to earn rewards for following them. While, ideally, campers could help to make the rules, in reality, you can "lead" them to your rules. Be sure to:

1. Word your rules positively. “Keep personal areas clean” can be discussed in detail during the first day explanation and requires A LOT less writing than, “DO NOT leave clothing and personal items out, cots unmade, sleeping bags unrolled, or items in the way for other campers to trip over.” The first example encourages most campers to meet up to your expectations; the second is rather antagonistic.

2. Make FEW rules (4 to 5 is plenty).

3. Be sure they are simple and reasonable.

4. Consistently enforce them (don't make rules you will be unwilling, or unable, to enforce).

Be sure your expectations are reasonable (requiring campers to be asleep by a set time their first night at camp may not be reasonable). Again, THE KEY here IS PREVENTION! Unreasonable rules and expectations should never make it to the point that they are being used with groups of campers! That alone will sabotage the success of the program you have worked so hard to plan. Compare notes with other camp counselors, and your camp administrators, to be sure that your expectations are reasonable, and are in keeping with the camp expectations. Make rules that can be lived by; campers will meet the set expectations provided they are within reason.

Once you have decided on your expectations, or “rules” for your cabin or tent, put them up where your campers can see them!

Just write them on some poster-board with broad- tip markers. In terms of prevention, campers who are made aware of the rules, and can see them daily, will not be able to excuse later misbehavior by saying they didn't know about the rules. Further, you are setting your campers up for SUCCESS by giving them opportunities to follow the rules and, in turn, be rewarded for doing so.

When do you lead campers to your expectations and cabin rules? Before you do anything else on the first day! Your camp may have more than one set of rules if there are specific frequent activities (such as swimming) which also involve safety issues, and are not specifically addressed by cabin rules.

By praising your campers for following the rules and ignoring some of their insignificant irritating behaviors, your cabin can be very enjoyable for the time your campers are with you!

### **REQUESTING CAMPERS TO DO SOMETHING**

To be sure that campers comply with your requests:

- Make your request as a statement, not as a question.
- Make eye contact with the camper when giving instructions or making requests.
- Stand no more than 3 feet away from the camper as you give instructions or make requests.
- Make one request, then follow through with camper to be sure he or she complies...do not repeat your request over and over.
- Use a pleasant tone of voice when talking with your campers; keep your voice volume low, but firm.
- Avoid becoming emotional. Remain calm, and never yell or name-call.
- Be specific in your requests. “Put your dirty clothes into the laundry bag, pull the sleeping bag neatly over your bunk, and put your things under the bunk,” leaves no questions compared to “clean your area.”
- ALWAYS praise and reinforce your campers when they follow directives. Also reward them for completing tasks without being told to do so.
- Address the issue directly-don't “hint around,” and expect the camper to “catch on.” DO NOT use sarcasm as a means of control.

These points will be particularly helpful when working with children who have behavioral difficulties, but should be used routinely with all children.

### **PREVENTION AND INTERVENTION METHODS NOTE TO THE READER**

It is important remember, when looking toward altering a child's behavior, that behaviors have purpose. In the past, it has accomplished something for the camper. We say this in hopes that it will create empathy for, rather than anger toward, the camper(s)' inappropriate behavior The suggestions offered within this manual are intended to guide discipline practices of camp counselors in dealing with every-day difficulties. Serious

emotional and behavioral problems, such as suicide threats or chronic substance abuse, MUST be dealt with by trained professionals' involvement.

The behavior difficulties offered were collected from camp and agency persons who have had years of experience working with children in camps. Methods of preventing difficulties, and intervening when they do, are provided as suggestions.

The techniques offered are those which we have developed ourselves, and successfully used, in working with children with behavioral difficulties.

We hope you find this manual helpful!

## **BORROWING WITHOUT PERMISSION**

### **Methods of Prevention**

- On the first day, seat campers in circle on the cabin floor.
- Make it known on the first day that you do not allow campers to borrow without permission.
- Do not allow young campers to "swap," or "trade." This invariably leads to difficulties later on, when one or the other changes his or her mind about the trade...eliminate the problem before it occurs.
- Move around your group often during activities to limit the available opportunities for campers to borrow or trade.
- Do not leave your campers unattended (e.g., staying behind in cabin while the group leaves, during "free time"). This will further limit the opportunities to borrow.
- Discourage campers from bringing expensive items to camp with them. If they are brought along, find a place to securely keep them until the camper returns home (e.g. camp lodge safe or locked office).
- Be a good role model; do not "sneak" foods from the kitchen or "borrow" pens, pencils, paper, etc., from the offices. Teach your campers to respect individual property through modeling, and presentation of the rules.

### **Methods of Intervention**

- The borrowed item(s) must be returned to its owner with an apology. If the borrowed item was damaged, restitution must be made or arranged. If the problem seems to be habitual with the camper, contact your staff supervisor and seek help with an advanced behavioral intervention.
- Review the rules with them and ask for group support in dealing with the situation. Remind group of the consequences of borrowing without permission.
- Speak privately with the camper who is borrowing without permission to answer the questions:
  1. What happens to me when I take things that don't belong to me without asking, first? (campers may think that he or she stole the item)
  2. What should I do, instead?
  3. What happens to me when I ask permission, first?

## **BULLYING**

### **Methods of Prevention**

- Make your expectations (e.g., rules) known in terms of appropriate communications, and gaining cooperation from other campers on the first day.
- Give campers examples of appropriate ways to try to influence fellow campers (e.g., speak nicely to them, ask-don't-tell them what you would like).
- Move around your group often so bullying will not happen without your awareness (which happens)
- Be sure the camper understands what will happen when she speaks to peers in a disrespectful way, and intimidates other (peers will choose not to interact with her, she may be excluded from activities, peers will not trust her).
- Give campers different behaviors & words to use when angry, frustrated, or trying to influence peers.

### **Methods of Intervention**

- Immediately intervene when you see one camper intimidating, frightening, or bullying anyone.
- Talk, one-to-one with the camper who is bullying others. Have her write, or answer the following:
  1. What happens when I bully others?
  2. What could I do instead of bullying?
  3. What happens when I am nice to others?

- Reward positive behavior that can't occur at the same time as the bullying.
- De-escalate a potential physical confrontation.
- Move within arm's length of the involved campers.
- Have the camper being bullied go to a specified area (e.g., Tony, go to the table and sit down, please; I will talk with you in a minute.")
- Instruct the camper bullying the other camper to go with you to a specified area (i.e., "Justin, come over to this bench with me, please").
- Walk with him to that place - do not "crowd" the camper...stay about arms' length away from him.
- Stay neutral; keep a "straight" face; do not smile, frown, or display emotions...deal only with issue.
- Once at designated area, talk over the situation as directed above.
- Have camper take a time-out to think over situation, and come up with alternative behaviors.
- Go and speak with the other camper.
- Reinforce helpful behaviors observed.
- If the problem persists, seek the help of your supervisor, or camp personnel in dealing with the issue.

## **CAMPERS SEEKING REVENGE**

### **Methods of Prevention**

- Make your campers aware of your rules and expectations the first day. Also make them aware of the consequences that they will face if they choose not to follow those rules or comply with the expectations.
- Emphasize, during your first day with the campers, that they are living in close quarters with one another. There will be some difficulties from time to time that will be handled in an orderly and kind way. Work with campers to "brainstorm" ways to deal with possible problems that may arise (sharing possessions, wanting to be first in line), and emphasize that cooperation is expected.
- Avoid punishment! Revenge is an emotional response that is related to other tense incidents. Keep your campers "upbeat" and happy, and avoid behavioral problems with them to begin with.
- Meet with campers who have had difficulty, once they have settled down. Speak quietly and calmly about the choices they made in terms of behaviors, what happened as a result of their behaviors, and what they could have done differently to have a better outcome.
- Move around among your campers, paying particular attention to those who have had difficulties with each other to avoid the possibility of arguments or fights.
- Reinforce appropriate behaviors always...meet privately with campers who have had difficulty, and offer praise for their good behaviors in attempting to get "back on track."

### **Methods of Intervention**

- NEVER IGNORE vengeful behaviors. Always address these issues, and speak with the campers once things have "settled" down.
- Repeat your expectations, and help the camper to identify what she could have done differently to handle her frustration.
- If destruction of another camper's belongings was a part of this camper's vengeful behaviors, she must make restitution to the camper whose belongings were broken.
- If the camper became involved in physical fight, refer to that section in the manual, and deal with it accordingly.

## **CAN'T KEEP HANDS TO SELF**

### **Methods of Prevention**

- Make your rules and expectations known, on the first day of camp, in terms of appropriate and inappropriate touching.
- Talk to campers about the importance of observing every one's "individual space." That is, that invisible boundary that surrounds each person, and determines the comfort level in relation to how close another person is to them.
- Model appropriate behaviors, in terms of touching others, for your campers to follow.
- Explain what "inappropriate touching" is (e.g., unwanted touches, or touches on the parts of the body that are covered by underwear or bathing suits).

- With campers of younger ages, remind them especially prior to activities.
- Move around among your campers to be available to observe any behavioral difficulties of this type. When observed, speak immediately and directly with the camper who is touching others. Remind him or her of the rules and expectations.
- Praise and reward campers who show appropriate behaviors.
- This is related to the section on inappropriate touching.
- This section should also be considered for possible prevention and intervention techniques.

### **Methods of Intervention**

- Meet individually with campers to discuss the importance of observing other's "personal space."
- Write a behavioral contract gaining an agreement for appropriate behaviors and consequences.
- Provide learning opportunities for campers to ensure that he or she knows that this type of behavior is not acceptable.
- Remember that some of your campers may have spent many years playfully reaching out and hitting people, or punching them in what they feel is a "joking" manner. This is not something that will be quickly overcome, as it is a habitual response.
- Frequent reminders, following a one-to-one meeting with the camper may be necessary. Do not get angry; simply handle it in a "matter of fact" way.

## **DESTRUCTION OF PROPERTY**

### **Methods of Prevention**

- De-escalate the situation when you notice a camper "losing control." (see Appendix B).
- Work with senior camp personnel concerning proper procedures to follow in the event that a camper engages in property destruction. Decide, in advance, which behaviors must be documented or reported, and what consequences will be imposed.
- Make campers aware of rules and expectations the first day, in terms of appropriate handling of others' property.
- Discuss the importance of mutual respect for others' property, whether it be camp property, or that of a fellow camper.
- Develop a clear understanding of the consequences of destructive behaviors.
- Discourage campers from bringing expensive items with them into camp.

### **Methods of Intervention**

- Write a contract with the camper. If he enters camp with a "history" of this type of problem, write a contract with him prior to the start of camp, gaining his agreement for cooperation.
- If camper's behaviors result in monetary losses for the camp, or for fellow campers, restitution should be required of the offending camper.
- Instruct campers in the use of relaxation techniques. Begin with extremities, and work your way toward the center of the body. (see Appendix E)
- Reinforce campers for appropriate handling of conflict.
- Have campers write their frustrations in a journal so that they may go back, at a later date, and consider their behaviors, alternative behaviors, and possible alternative outcomes.

## **DIFFICULTY PAYING ATTENTION**

### **Methods of Prevention**

- Provide clear, direct, and age-appropriate directions to activities.
- Break down information into workable segments (that is, give younger campers 1 or 2 instructions and wait for them to complete before going on to the next step).
- When giving directions important for campers to know to complete a project, be sure interruptions and distractions are at a minimum.
- If you know you are going to be working with a child diagnosed as have ADD, be sure to:
  1. Establish routines.
  2. Preview the daily schedule, going over with him exactly what he needs to do.
  3. Help camper organize his area so that things are easily found when needed.

- If camper is easily distracted, you may want to have him use a daily check-list or point sheet to help to keep him focused on what you feel is important for him to concentrate on.
- If a complex task, or complex directions, are to be used with the camper, preview and practice may be necessary to ensure that he has heard and understood what is expected of him.
- Reinforce for attentive behavior, praising and giving points on his point sheet or on your point chart.
- Move around among your group members; bring back to task campers who have “wandered”, and are not attending to the task at hand.

### **Methods of Intervention**

- In working with a camper who has attention difficulties, you must be patient, flexible, and willing to work with the camper on an individual basis.
- When teaching activities, focus the camper’s attention by guiding him through the instructions rather than simply calling his name and reminding him to pay attention.
- Pair the camper who has attention difficulties with another camper who stays focused and attentive. This will provide an appropriate peer model, and will also help to keep him focused.
- Keep camper who has attention difficulties near you during times when he and the other campers need to be focused (e.g., during directions, presentations, group activities).

## **DIFFICULTIES WITH HYGIENE**

### **Methods of Prevention**

- On first day, during orientation with campers, make expectations known in terms of daily showers, and personal hygiene requirements. When done at this time, it is not seen as a personal difficulty, but rather a simple stating of expectations of all campers.
- Be sure that your group takes daily trips to the showers.
- If camper(s) have a limited supply of clothing available, briefly show him or her how to wash the clothes out by hand, and hang them to dry.
- Possibly arrange with camp supervisors to have an extra store of hygiene supplies as a “safeguard” to campers arriving unprepared (e.g., toothbrushes, deodorant).
- Establish, as a part of your reinforcement schedule, a section for earning points for personal hygiene. Again, when done before there are any problems, this would be less likely to be taken personally.

### **Methods of Intervention**

- An individual session, between you and the camper, should take place wherein you advise her that added attention needs to take place. Be diplomatic, and do not use words such as “stink.” As an example, “Barbara, sometimes, I need to use more deodorant than I usually do. You seem to have the same difficulty, and I know I would want you to tell me...I thought I would mention it before anyone else noticed.”
- Furnish campers with necessary items, if campers do not have them.
- Reinforce camper when you notice an improvement.

## **DOESN'T WANT TO TRY NEW ACTIVITIES**

### **Methods of Prevention**

- Make your expectations known in terms of participation and cooperation on the first day.
- Reinforce the campers who do attempt new activities.
- Arrange your activities so that asking for help is easy.
- Review your directions for clarity and completeness.
- Introduce the activity in the most interesting way possible.
- Let campers clearly know when it is time to begin.
- Move Around! Be readily available for help when needed.
- Give campers directions and model them at the same time.
- Help reluctant campers with the first few tries until they “get it.”
- If it is a project where campers will be making something, have one completed for them to look at.
- Be sure campers have all necessary tools to perform the activity.
- Do not emphasize perfection or competition.

### **Methods of Intervention**

- Chart campers attempting behaviors; give a sticker for each attempt.
- Evaluate appropriateness of task (is it too easy? too hard? does it take too long to finish?).
- Check for understanding.
- Assign peer “buddies” - Verbally reinforce attempts with comments that encourage, “Good try, Jason!”

## **FEAR**

### **Methods of Prevention**

- Remember not to tell frightening stories to young campers just before bedtime.
- Assure campers, during your orientation with them on the first day, that there are no wild beasts, bears, or monsters at camp, and that they are perfectly safe.
- If a camper is afraid of an activity, and it is not essential to participation in the camp, allow them to watch the other campers in the activity. Keep in mind to try to encourage them to join in the activity as the others progress through it. Do not push, force, or humiliate campers into participation.
- Encourage an overall supportive environment within your group of campers, possibly calling upon some of your “veteran” campers to act as “mentors” to new-comers.
- If a camper is afraid of the dark, and you have access to electricity, plug in a night-light. If you do not, put that camper in the bunk closest to yours, and encourage him to sleep with a teddy-bear, or something that helps him feel safe.
- Give plenty of opportunities for success, and participation in activities which the camper enjoys.
- Talk quietly with the camper and reassure him that everyone is afraid of something, and that it is alright to be afraid.
- Sometimes, just talking about those fears helps the camper to relax, and the fears to subside.
- Be sure that your other campers are not teasing that camper.
- Also, be sure that they are not, behind your back, trying to get the camper more afraid by telling him stories or tales purposely meant to “get him going.”
- Move around your group. This will help reassure the campers that you are always nearby.
- Make as many of your activities as possible enjoyable to the campers, and within the ability levels of the average camper to successfully complete.
- Set campers up with “peer buddies.” In this way, they have one more person to rely upon besides yourself.

### **Methods of Intervention**

- Show campers that you care. Be patient. Do not ridicule or humiliate campers who are afraid. It is not funny to them, and they will only feel worse as a result.
- If the campers show an interest in doing an activity of which they are afraid, break it down into small increments, allowing them to complete just one part of the activity at a time, and then help them to go on to the next step. By completing one small step at a time, they learn that they are able to do it and, hopefully, will be more open to trying something even when they are afraid.
- Discuss it openly during a group meeting with your campers, giving them an example of when you were very scared, what you did to cope, and how it turned out.
- Review prevention techniques for methods you could implement.

## **FEAR OF FAILURE**

### **Methods of Prevention**

- Make your expectations known in terms of participation and cooperation on the first day.
- Reinforce the campers that do attempt to do the activities.
- Arrange your activities so that asking for help is easy.
- Review your directions for clarity and completeness.
- Let campers clearly know when it is time to begin.
- Move Around! Be readily available for help when needed.
- Give campers directions, and model at the same time, exactly what it is that they need to do.
- Help reluctant campers with the first few tries until they “get it.”
- If it is a project where campers will be making something, have a completed item available for them to look at.

- Be sure campers have all necessary tools to perform the activity.
- Do not emphasize perfection or completion.

### **Methods of Interventions**

- Chart campers *attempting* behaviors, giving a sticker for each attempt (see Appendix C).
- Evaluate appropriateness of task (is it too easy? too hard? does it take too long to finish?).
- Check for understanding of directions.
- Assign peer “buddies.”
- Verbally reinforce attempts with comments that encourage, “Good try, Jason!”
- Once a failure occurs, and student seems upset, meet briefly with camper to reassure, and reinforce for his attempt. Help camper to think of ways that he could do it differently, that may help him to succeed, next time. Develop an “action plan,” together with the camper that outlines how to get through the activity next time.
- Model failure...YES, FAKE IT! Campers learn best by modeling, and one thing it would be beneficial to see modeled is how you handle failure.
- If this is a performance-type of activity (such as batting, pitching, swimming), help the camper to relax and practice “visualizing” himself doing it the “right way.”
- If the camper is always nervous about the same activities, use a relaxation technique, and guided instruction through the activity may help the camper to overcome enough of his fear to complete the activity.
- Once he has completed the activity, congratulate him, and assure him that you will help him through the next time, as well. Each successive time, help a little less until he is completing the task completely on his own. This intervention technique is more sophisticated than others in the manual, and may necessitate the help of a senior staff member.

## **FIGHTING**

### **Methods of Prevention**

- Make your expectations (e.g., rules) known in terms of handling conflicts
- Reward positive behavior that can't occur at the same time as the fighting.
- Reinforce appropriate behaviors observed in all campers (e.g., “catch” your campers following the rules).
- Be sure campers are within line-of-sight at all times.
- Move around your group often.
- Don't emphasize perfection or competition.
- Prevent “down time,” go from one activity to the next with the least amount of time possible in-between activities.
- Provide as many high interest activities as possible.
- Provide campers with plenty of chances for success.
- If a fight seems to be imminent, do something “silly,” (e.g., make loud, silly noises) to deflect the attention away from the participants in the possible fight to yourself, and hopefully prevent the fight from occurring. (see Appendix B).
- Remove “agitated” camper from the group for “cool down” period. Talk with him calmly and quietly about his frustrations.
- On the first day of camp, put the entire cabin on a reinforcement schedule, where campers are able to earn “points” on a chart (see Appendix C). These points will later be traded for privileges or special events such as a later bedtime or repeat of favorite activities.
- Provide campers with behavioral options: sit out activity; go to another area to “quiet” self; rejoin group when camper feels he has regained control.

### **Methods of Intervention**

- Separate fighting campers from each other immediately. DO NOT allow campers to become injured (you may need to implement the emergency procedure outlined for you by your supervisor at the beginning of camp).
- Once the situation is under control, and following a “cool-down” period, have the campers verbally relate, or write an essay, answering the questions:

1. What was wrong with what I did?
  2. What happens to me when I fight?
  3. What else could I choose to do?
  4. What happens to me when I don't fight?
- Write a behavioral contract (see Appendix A)
  - Teach campers alternatives to fighting (e.g., withdrawing, talking).
  - Separate from campers who may be encouraging the fight.
  - Teach combatants problem-solving skills:
    5. What is the problem?
    6. What do I want to accomplish?
    7. How do I do this?
    8. Help the camper come up with a step-by-step plan.
    9. Help the camper to follow through with the plan.

## **FIGHTS OVER POSSESSIONS**

### **Methods of Prevention**

- On the first day, seat campers in circle on the cabin floor.
- Encourage campers to develop mutual respect, working together as a "team," and "looking out" for one another.
- As a "team," there may be a disagreement...help campers to handle these disagreements in a mature and cooperative way to avoid fights.

### **Methods of Intervention**

- Handle all disagreements diplomatically...do not become personally involved, and do not "take sides."
- Intervene quickly to ensure that no physical fighting occurs.
- Separate disagreeing campers to avoid further difficulties, and speak with each one separately.
- Speak, individually, with each of the involved campers to get their own explanations...do not moralize, lecture, or lay blame at this time...simply get information.
- If the disputed item is an unnecessary one, take possession of it, and place into care of the camp office for the duration of the campers' stay to eliminate further arguments or possible fights. Upon parents' arrival, interview to determine which camper does own the property.
- If it is a necessary item, and speaking with the campers does not resolve the issue, you may want to contact the parents to validate ownership. At this time, you want to inform your camp supervisor of the problem with which you are dealing.
- Hold a cabin meeting to re-state the cabin rules, and gain a new commitment of cooperation and communication.
- Write a behavioral contract, if sure of the camper who is "at fault," to gain re-commitment to rule-following, and adherence to consequences if rules are violated.
- Have camper give you examples of what happens when they violate others' rights to property, and give you acceptable alternative.

## **TROUBLE FOLLOWING RULES**

### **Methods of Prevention**

- Make rules and expectations known, during your orientation session with your campers on the first day. Be sure that they understand the rules.
- Review consequences of not following the rules (e.g., loss of participation in the activity; inability to earn points, if using a reinforcement chart).
- Make your rules according to the guidelines set down in the section entitled, "Reasonable Rules, Positively Worded."
- Post your reinforcement chart, with a section for following rules. Be sure that your rules are posted in a highly visible place...this will serve as a constant reminder.
- Add stickers or initials liberally! This is perhaps, one of the more important items on which to reward your campers for compliance.
- "Catch" your campers following the rules...praise them for doing so, as well as posting rewards.

## **Methods of Intervention**

- Remind your group of the rules, and importance of following them. Review the rules that are not being followed, and give your reasons for having the rules.
- Initiate the “prevention” techniques listed above.
- Interview individually, and review the rules ensuring that he or she understands them (for example, have the camper rephrase them and restate them back to you).
- Apply consequences, as reviewed on the first day, and based on camp policies, in a consistent manner. Do not “overlook” times when you observe your campers not following the rules...they will learn that you don’t really mean what you say.
- Set the example by following the camp management policies. If you disagree with a camp policy, DO NOT discuss this with your campers. You may use it as an example in a neutral way, such as, “Sometimes adults do not always agree with rules set down, but they are put in place for the good of all, and they must be followed.”

## **GOING INTO RESTRICTED AREAS**

### **Methods of Prevention**

- Make your expectations (e.g., rules) known in terms of which areas of camp the campers are allowed into, and which areas are “off limits” on the first day.
- If campers are not allowed into these areas because of a physical threat to their safety, be sure to let them know.
- Be sure the camper understands what will happen if he does go into the restricted area he may lose: privileges; respect and trust of staff and fellow campers, etc).
- Use reminders if campers stray close to the restricted area.
- Maintain line-of-sight supervision (always have campers within your sight).
- Move around with your campers to ensure their safety, and “catch” them staying in the allowable areas so that you may reinforce them for doing so.

### **Methods of Intervention**

- Meet individually with camper(s) who chose to go into a restricted area, and discuss the problem.
- Impose the consequences reviewed during the first day of camp.
- Maintain line-of-sight supervision to insure no repeats occur.
- Contract with camper, securing agreement not to enter into the area again (see Appendix A).
- Reward camper(s) for complying with contract and rules.

## **HOMESICKNESS**

### **Methods of Prevention**

- When you first meet parent and camper, make yourself available for any questions either may have, and to ease any apprehensions the child may have. Be “upbeat,” and expect them to have a good time. Do not belittle a camper who cries.
- Encourage your camper to bring a personal item (such as a teddy bear or, perhaps a picture) that will help the camper feel a little “closer to home,” by having something familiar with them.
- If parents advise the camp in advance of campers’ arrival, that this may become a problem, recommend that they give the camper something special to bring with them such as a parent’s pillow to use at camp, a special teddy bear, a small handkerchief to tuck inside the child’s pillowcase with a drop of the parents’ cologne on it...anything that will make them feel “closer” to home.
- There is a really no way to prevent a camper from becoming homesick...you can only hope to lessen their difficulty in adjusting, and keep their minds off missing their parents, family, and friends.
- Plan activities to keep camper active, involved, and having fun.
- Write “welcome” notes to each camper; if possible. Include in the SHORT note, some interesting things about yourself (where you’re from, what you like to do), let them know you’re anxious to meet them, and have lots of fun things planned for them to do!
- If you have a longer-running camp (a week or longer) arrange with parents in advance to write their children encouraging notes, to be delivered each day. Don’t assume that parents will automatically

“know” to do this; they won’t, and some campers will not receive any notes which will make your job worse in terms of homesickness.

### **Methods of Intervention**

- Meet, as a group, nightly. During this time you can share fun events of the day, and offer encouragement to campers having difficulty adjusting. During this time, other “veteran” campers may also offer ways with which they dealt with homesickness their first time at camp.
- Encourage campers to write letters, or keep journals, throughout their stay. They will have a “fun” memento, once summer is over, of their stay at camp.
- When campers become “down” speak with them briefly, and remind them that camp only lasts a few days, and its a lot of fun while it lasts!
- USE YOUR SENSE OF HUMOR!!! If you can get the camper to laugh and smile, they are not able to cry, try as they may...reinforce the OPPOSITE behavior.
- Eliminate as many “down times” during the first day or so as possible. This is the time during which you will have your greatest difficulty not only with homesickness, but with arguments and fights, as well.

### **INAPPROPRIATE COMMENTS TO ADULTS (TALKING BACK)**

#### **Methods of Prevention**

- Make your expectations (e.g., rules) known in terms of language and comments that will be acceptable.
- Give campers examples of acceptable ways to voice their disagreements or difficulties with adult decisions.
- Reward positive behaviors that can’t occur at the same time as the talking-back.
- Reinforce appropriate comments observed in all campers (e.g., “catch” your campers following the rules).
- Move around your group often to be able to hear comments (both appropriate and inappropriate).
- Be sure the camper understands what will happen when he speaks to adults in disrespectful way (adults may choose not to interact with him, and he may be excluded from activities).
- Place the importance on individual success.
- Be sure you are not inadvertently reinforcing inappropriate language by attending only when profanity is used.
- Be an appropriate role model by using appropriate language and references to others at all times.
- Give your campers examples of alternative words to use when they’re angry or frustrated.
- On the first day of camp, put entire cabin on a reinforcement schedule, where campers are able to earn “points” (see Appendix C) for good behaviors. These points will, later, be traded for privileges or special events such as a later bedtime or repeat of favorite activities.

#### **Methods of Intervention**

- Do not intervene on “here-say.” Only deal with disrespectful comments that you hear, thereby avoiding reinforcing tattling behaviors.
- Don’t argue with the camper; you know what you heard.
- Always be consistent in what you expect, and in what will happen when campers fail to meet those expectations.
- Be respectful toward your campers. Speak to them in way that you would prefer to be spoken to; be calm and objective.
- DO NOT ignore inappropriate comments - they probably will spread to other campers rather than go away, thereby increasing your difficulty in dealing with them.
- DO NOT over-react (e.g., don’t look astonished, act shocked, become angry, or mirror your campers’ behaviors and inadvertently worsening the behavior and the situation). Speak calmly and in a straight-forward manner.
- Review with them some appropriate words or expressions they may use during times of frustration or disagreements with you or other staff members.
- Have campers come up with alternative words or phrases that are acceptable to use.

### **ISSUES OF POWER AND CONTROL**

### **Methods of Prevention**

- During pre-camp training, before campers arrive, establish how much you must deal with before recommending the transfer of a camper to another cabin. Be sure to clear this with your supervisors before implementation.
- Make your rules and expectations known to campers on the first day, before any other activities occur.
- Be firm and consistent in your enforcement of the rules...never make promises (or threats) that you will not keep; always keep the promises you make.
- Do not try to be your campers "friend;" you are there to guide and protect them. You will gain more respect from them by enforcing the rules and expectations, and not giving them extra room...the power struggle comes into play when campers erroneously assume that they are your equal. This can not safely be the case.
- Work as part of a team with your fellow camp counselors and senior staff members.
- Maintain a professional reputation by speaking positively with and about the other counselors and staff members.
- Be a positive role model to your campers.
- Promote team-work within your cabin among campers.
- Encourage cooperation and mutual respect; reward helping behaviors.

### **Methods of Intervention**

- Meet individually with camper, and review expectations in terms of following rules. Re-establish that he is part of a close-knit group that needs to focus on the same goals in order to have a successful experience.
- Help the camper consider what negative results have occurred as a result of his behaviors (loss of trust by cabin members, loss of your trust, lost opportunities for interaction).
- Help him, also, to decide upon alternative, positive behaviors.
- Reward camper quietly for positive, helping behaviors...add stickers or initials to behavioral chart, if in use (see Appendix C).
- If it becomes a continual and intense struggle between you and the camper, meet with your supervisors to update them on your difficulties with this camper. It may be necessary to transfer the camper to a new cabin.
- Provide a moderate camper (that is, one who is basically cooperative and respectful, but over-energetic) with leadership opportunities (such as mentoring a more reserved or shy camper through activities, or getting out and putting away recreational equipment).

## **LEAVING THINGS A MESS**

### **Methods of Prevention**

- Day #1 - review rules or expectations in terms of "neatness" of cabin or area.
- Be sure to allow for enough time to accomplish both hygiene and personal area cleaning before leaving for breakfast each morning.
- Provide area, on a reinforcement chart, for rewarding clean personal areas within cabin.
- Reinforce persons who have showers, and personal areas in order within your specified time limit, and are ready to go to breakfast in the morning.
- Establish a routine for your group of campers.

### **Methods of Intervention**

- Reinforce, by stars or initials on reward chart, those campers who are ready within the specified time limit; allow for a reward (such as extension of bedtime, or additional privileges) for those who meet the expectation without difficulty.
- Meet, individually, with campers who are not meeting the criteria established to discuss their difficulties in meeting your criteria. Offer suggestions in how the camper may increase their effectiveness in this area.
- Do not allow campers who have not met the criteria to participate in the earned "bonuses" of those campers who worked to meet the criteria - you are not excluding the campers from anything; this was an earned privilege that the non-participating campers chose not to work toward attaining.

- Caution: Be sure each camper has the necessary self-help skills to accomplish this goal. Some physically and mentally challenged campers will naturally be at a disadvantage. When this is the case, allowances must be made to help these campers to be successful.

## **LIGHTING MATCHES & USE OF OTHER HAZARDOUS MATERIALS**

### **Methods of Prevention**

- On the first-day orientation session, review rules and expectations concerning the use of matches and other hazardous materials.
- Be sure to inform campers of the consequences if they are found with these items on their person.
- Follow through on your promised disciplinary actions if or when a violation occurs.
- When using matches yourself (to light camp-fires, for example), be sure they do not become accessible to campers. That is, keep them on your pocket or with you in some way so that the campers are not able to gain access and use them.

### **Methods of Intervention**

- Immediately take possession of the matches.
- Use the experience as a “teachable moment,” speaking with the camper who lit the matches, as well as the other members of your cabin about the dangers and risks involved in playing with matches and other flammable items.
- Write a behavioral contract with the camper who lit the matches, gaining agreement that he will not again use them without permission.
- Make your supervisor aware of the incident; if the camper again lights matches, ask for intervention from your supervisor or other higher-level person within your camp.
- DO NOT risk the safety of other campers; this may be a serious behavioral difficulty.
- Monitor this camper to ensure that no further incidents occur.
- Have camper share with you his or her belongings to ensure that he or she does not have more matches in their personal possession.

## **LYING**

### **Methods of Prevention**

- Aim for the concept, “We’re all in this together.”
- Place the importance of individual success.
- Don’t emphasize perfection or competition.
- More around your group often.
- Provide campers with plenty of chances of success.
- Do not inadvertently “set up” your camper to lie (e.g., if you know your camper has done something that is not in keeping with your cabin or camp rules, do not ask him, “Did you do \_\_\_\_\_?” Instead, say, “I understand \_\_\_\_\_ occurred. What are we going to do to remedy the situation?”
- Do not inadvertently reward untruthful behavior; if lying is an ongoing problem with a specific camper, be sure to reward only observed positive behaviors

### **Methods of Prevention**

- Arrange for an essay, or a one-to-one meeting with the camper who is lying, to answer the questions:
  1. What happens to me when I lie?
  2. What might I do, instead?
  3. What happens to me when I tell the truth?
- Caution should be exercised in rewarding a camper (who repeatedly lies) for telling the truth; you may reinforce the very behavior you hoped to eliminate.
- Ignore obvious exaggerations of occurrences/events.
- Provide correction in a kindly manner; give guidance and model the expected behavior, as the camper may not have developed appropriate social skills and, therefore, may not know that it is not acceptable behavior.
- Use story-telling for younger groups (such as fables) to point out the importance of telling the truth.
- Model appropriate behaviors by accurate accounting of your own accomplishments.

## **NAME CALLING AND UNKIND REMARKS**

### **Methods of Prevention**

- On the first day of camp, put entire cabin on a reinforcement schedule, where campers are able to earn “points” (see Appendix C) for good behaviors. These points will, later, be traded for privileges or special events such as a later bedtime or repeat of favorite activities.
- Make your expectations known in terms of language, comments and names (including nick-names) that will be acceptable.
- Give campers examples of acceptable ways to refer to each other.
- Reward incompatible appropriate behaviors (e.g., referring to fellow campers by their names or acceptable nicknames).
- Move around your group often to be able to hear appropriate and inappropriate references to each other.
- Be sure the camper knows what will happen when he speaks to peers in a disrespectful way (other campers may not want to interact with him, and he may be avoided by them).
- Teach your campers about how “hurtful” unkind remarks feel when they are received, regardless of how “funny” it may seem when they are said. Humor is not really funny if it is at another person’s expense. DO NOT do this by publicly humiliating them so that they, too, “know what it feels like.”
- Be a good role model by treating others respectfully at all times.
- Stress the importance of each member’s contributions to the group, including diversity.
- Aim for the concept of, “We’re all in this together.”

### **Methods of Intervention**

- Provide correction in a kindly manner; give guidance and model the expected behavior, as the camper may not have developed appropriate social skills and, therefore, may not know that it is not acceptable behavior.
- Intervene immediately to name-calling and unkind remarks, as they may spread to other campers, thereby increasing the number of hurtful remarks another camper may have to deal with.
- DO NOT laugh or react positively toward inappropriate behaviors when they are directed from one camp member to another; you will undermine your effectiveness with your group.
- Avoid over-reacting (e.g., don’t look astonished, act shocked, become angry, or mirror your campers’ behaviors) thereby inadvertently worsening the behavior and situation.
- Speak calmly and in a straight-forward manner.
- Arrange for an essay, or a one-to-one meeting with the camper who is name-calling, to answer the questions:
  1. What happens to me when I call peers names?
  2. What might I do, instead?
  3. What happens to me when I address peers appropriately?
- Write a contract with the camper, and arrange a reward system for appropriate peer references (see Appendix C).

## **PUSHING AND SHOVING**

### **Methods of Prevention**

- Make rules and expectations known, on the first day, prior to any other activities, in terms of safety rules, the reasons for them, and the consequences for not following them.
- Be aware of “hot spots” for this type of behavior (e.g., showers, lunch lines, hiking trails, paths to the beach), and be sure that you are nearby to prevent it from occurring, as it could be quite dangerous.
- Reinforce, daily, campers observed walking, observing other campers’ personal space, and remaining “calm.”
- Practice keeping personal space and walking comfortable distances from other campers with your younger campers, so that they have a measurable way of thinking about this (an easy way is to have them maintain arm’s length, or elbow length...not always possible in lines, and so forth).
- Get your campers ready well ahead of time so there is no reason for them to feel that they need to “rush.”
- Move around and be close to your campers so that this is less likely to occur.

- Set the example. Allow yourself ample time, and take your time getting places.

### **Methods of Intervention**

- Do not ignore pushing; because of the possible danger involved, call camper aside and remind them of the rules. Watch more closely, then, for appropriate behaviors and immediately praise or reinforce for it.
- If pushing occurs within a line, move the camper pushing to the back of the line, and explain your reasons for doing so.
- Remove camper from the activity, speak one-to-one with him concerning the safety issue, allow him ample time to “settle down” before returning to group, and praise for appropriate behaviors observed.
- If the problem persists, meet in a one-to-one setting to ensure that you have his attention, and once again review the rules.
- Set up a reinforcement schedule, if you have not already done so, that will allow the camper to earn points or privileges for “calm” and “polite” behaviors.
- Write a behavioral contract (see Appendix A) with the camper that specifies which behaviors are expected, and what responses will be earned as a result of expected behavior.
- Children diagnosed with attention deficit hyperactivity disorder (ADHD) often experience difficulty in this area. If you have a recurring problem with over-active behaviors that you seem to have little to no affect in controlling, contact your supervisor for advice.

## **REFUSING TO COOPERATE**

### **Methods of Prevention**

- Make expectations or rules known, on your first day with campers, in terms of cooperating with one another and working as a “team.”
- Encourage a “team” spirit, approaching things with a cooperative, rather than competitive attitude. In other words, each camper should have equal opportunity to earn rewards, not only the “first” few or “best” few campers.
- Remember, in competitive activities, only a few will win; most will lose.
- Be consistent in your treatments of all campers. It is not unusual to have a “favorite” camper...many counselors do. You should be the only one who knows, or can “tell” that you do...enforce expectations consistently, and treat all campers equally.
- Praise, and give points to, campers who cooperate with one another.
- Emphasize the importance of cooperation and how much more fun an activity can be when all involved are friendly, positive, and working toward the same goal.
- Set up a competition with another counselor and his or her cabin to see which “team” can earn the most points each day.
- Encourage positive attitudes...SMILE ALOT!! Your campers will feel happier if you look happy. When campers are happy, they are more willing to cooperate with one another.

### **Methods of Intervention**

- Remind your campers as a group that you need their cooperation to make their stay more fun.
- Start one of the “prevention” techniques, such as a competition between cabins, cooperation games.
- Meet, one-to-one, with the camper who will not cooperate. Explain, again, why cooperation is necessary.
- Award “bonus” points for cooperative campers.
- Catch the camper having difficulty cooperating doing something helpful (helping another cabin mate, for example).
- Meet, one-to-one with camper, and help him to consider,
  - What happens when I do not cooperate? (e.g., other campers don’t want to be near him, he misses out on a lot of fun)
  - What happens when I do cooperate?
  - What could I do differently?
- If camper is having difficulty with a particular camper within your cabin, listen, get the other camper, and help them to speak nicely to one another while voicing their concerns.

- If the problem continues after you have tried other interventions, you may want to set up a behavioral contract with your camper (see Appendix A).
- Make positive comments about observed helpful behaviors. Be on the “look-out” for this kind of behavior from the camper having trouble in this area.

## **SHARING**

### **Methods of Prevention**

- Go over “rules” or expectations for sharing camp and activity materials during first-day orientation.
- Be a good role-model. Offer to share your supplies with a camper; borrow something from a camper and return it...set the example of appropriate borrowing and sharing behaviors.
- Place emphasis on sharing and cooperation rather than on competition.
- Discourage sharing personal items; put away personal items in a safe.
- Be sure to have plenty of supplies so that sharing during activities is at a minimum and, therefore, won’t result in campers idly waiting for glue or other supplies.
- Ensure that all campers have ample opportunity, considering the availability of supplies, to complete all assigned tasks.
- Move around while your group is participating in activities to be able to aid in sharing behaviors.

### **Methods of Intervention**

- Reward campers for sharing supplies and, if you have recurring problems, put it on your reinforcement chart and place sticker or mark for each sharing observed.
- Talk quietly with camper who is not sharing supplies and remind him or her of the rules: reassure him or her that there will be plenty of time to complete the task.
- Determine why the camper doesn’t share, and provide support in area in need of support. For example, if he is afraid that he won’t get the item back in time to complete his project, be ready to monitor time and ensure that both camper’s projects are completed.
- Guide campers in sharing experiences that allow successful experiences and, therefore, encourage future sharing with each other.
- Move around while your group is involved in activities to lend support and offer assistance in teaching sharing/borrowing behaviors.

## **STAYING UP LATE**

### **Methods of Prevention**

Note: This problem will probably remedy itself, with some patience in the first one or two nights. Research supports the stance that the main requirement is to maintain the same wake-up time each morning!

- Review rules and expectations regarding bedtime on the first day of camp.
- Be reasonable, on the first day or two, in your expectations of “lights out” (for example, it is not reasonable, the first day of camp, to expect campers to go early to bed).
- Set, and maintain, an early out-of-bed time for each morning; be consistent in awakening your campers and getting them up.
- BE PATIENT!! If you allow your campers to “exhaust” themselves the first night, but still keep them to the early rise time the next morning, odds are that they will naturally fall asleep on time the following night!
- Establish a relaxation routine for your campers. If possible, turn on some quiet music and follow the relaxation training outlined for you in Appendix E.

### **Methods of Intervention**

- Reinforce every camper for being in bed, with lights out, and not talking by placing sticker or star on their chart.
- Regardless of time to bed, require your campers to arise at the same early time each morning.
- If settling is a problem, the relaxation technique in Appendix E should be beneficial as an intervention.
- Younger campers may be frightened, especially if this is their first camping experience. Reassure them about their fears.
- Allow campers to sleep with an item from home - their sleep difficulty may be related to being “homesick.”

- Be patient with younger campers who may believe that “monsters” lurk beneath their bunks, or that bears are going to attack.
- Utilize common sense in your selection of bedtime stories.
- Reassure campers of their safety, if this is an issue. Let them know that you are there to protect them, and will look out for their safety.

## **STEALING**

### **Methods of Prevention**

- Make your expectations known in terms of acceptable behaviors on the first day.
- Move around your group often during activities to limit the available opportunities for campers to steal.
- Do not leave you campers unattended (e.g., staying behind in the cabin while the group leaves or during “free time”), thereby further limiting the opportunities to steal.
- Discourage campers from bringing expensive items to camp with them. If they are brought along, find a place to securely keep them until the camper returns home (e.g., camp lodge safe or locked office).
- Be a good role model; do not “sneak” foods from the kitchen or “borrow” pens, pencils, paper, etc., from the office.
- Teach your campers to respect individual property through modeling and presentation of the rules.

### **Methods of Intervention**

- If unsure of who is stealing, make your group of campers aware that you realize there have been instances of stealing. Review the rules with them and ask for group support in dealing with the situation. Remind group of the consequences of stealing.
- Make an agreement with your group that if nothing is missing from the cabin for the day, the group will receive some reinforcement (e.g., participate in favorite activity).
- If you know who is stealing, the stolen item(s) must be returned to its owner with an apology. If the stolen item was damaged, restitution must be made or arranged.
- Speak privately with the camper who is stealing to answer the questions:
  1. What happens to me when I steal?
  2. What might I do, instead?
  3. What happens to me when I don’t steal?
- If the problem seems to be habitual with the camper, contact your staff supervisor and seek help with an advanced behavioral intervention.

NOTE: Caution should be used in rewarding the camper (who repeatedly steals) for not stealing; you may reinforce the very behavior you hoped to eliminate (that is, he or she may have stolen without your awareness).

## **SWEARING, PROFANITY, “TALKING DIRTY”**

### **Methods of Prevention**

- Make your expectations know in terms of language and comments that will be acceptable on the first day of camp.
- Give campers examples of alternative words or expressions to use to express their feelings.
- Reinforce appropriate comments observed in all campers (e.g., “catch” your campers talking nicely and reward them for doing so).
- Be an appropriate role model by using acceptable language at all times.
- Give campers examples of acceptable ways to voice their disagreements or difficulties, and of referring to each other.
- On the first day of camp, put entire cabin on a reinforcement schedule, where campers are able to earn “points” (see Appendix C) for good behaviors. These points will, later, be traded for privileges or special events such as a later bedtime or repeat of favorite activities.

### **Methods of Intervention**

- Avoid over-reacting (e.g., don’t look astonished, act shocked, or become angry) thereby inadvertently worsening the behavior and situation. Speak calmly and in straight-forward manner.
- Do not laugh or react in a supportive way toward these behaviors.
- Do not ignore swearing and profanity, as they may spread to other campers rather than going away.

- If it is believed that swearing is out of frustration or anger, the counselor may informally work with the camper on developing coping skills or relaxation techniques (see Appendix E).
- Arrange for an essay, or a one-to-one meeting with the camper who is swearing, to answer these questions:
  1. What happens to me when I swear at people?
  2. What might I do, instead?
  3. What happens to me when I speak appropriately?
- Write a contract with the camper, and arrange a reward system for appropriate peer references (see Appendix C).

## **TEMPER TANTRUMS**

### **Methods of Prevention**

- Make your expectations known in terms of handling frustrations in an appropriate way (e.g., talking calmly, speaking politely). Also let campers know the consequences they will face if they do choose to have a temper tantrum.
- Allow campers some freedom of choice (for example, who they sit next to at lunch).
- Intersperse activities so that the more mundane or boring activities are followed by more fun, active choices.
- Keep topics of discussion with your group focused on pleasant subjects.
- Allow campers the option of taking a voluntary “time-out” when he or she begins to feel frustrated.
- Provide activities that will allow for success.
- Separate the target camper from peers that might be triggering a tantrum.
- If tantrums occur frequently, log their occurrence with what happened before, during, and as a result of the tantrum (in terms of the camper), Meet with your supervisor to discuss possible interventions.
- Ask and answer these questions:
  - Was the camper able to avoid an unwanted task?
  - Did camper gain individual attention?
  - Did camper keep group from doing an activity they wanted to do; exactly what purpose did the behavior seem to serve.

### **Methods of Intervention**

- Remove camper from the situation, and discuss his or her reason for behaving in this way. Review, with him, what happens when this behavior occurs, and what he could do differently.
- Help the camper deal with postponing gratification, and develop patience (this takes some doing, and you may want to seek out assistance from your supervisor, as it must be completed in graduated steps).
- Reinforce appropriate behaviors, especially in reaction to frustrating situations.
- Teach your campers appropriate responses to frustrations (e.g., speaking calm, and telling you what is bothering him).
- Speak with your camper, and have him tell you what is frustrating. Let him know that frustration is a normal feeling that you have to learn how to deal with in an appropriate way. Let him know that you will offer suggestions and help him to learn to do this
- Model appropriate behaviors.
- Teach campers relaxation techniques (see Appendix E).
- Observe your campers to determine if there are any “patterns” in their tantrums (e.g., do they always follow or precede certain activities or do they occur when certain other campers are nearby).

## **TESTING THE LIMITS**

### **Methods of Prevention**

- Be sure, before your campers arrive, that rules and expectations are reasonable, and in keeping with camp expectations. Check with fellow camp counselors and administration to ensure that rules meet these criteria.
- Review rules and expectations on the first day of camp.
- Post rules in a highly visible place.
- Be consistent in enforcing rules.

- Do not “bend,” or “expand” your limits.
- Be aware that some campers (especially “oppositional” children) will “test” you by trying to get “just a little more” than you have established will be allowed.
- Reward campers for following the rules by adding a sticker or star to their chart, or praising them.
- Keep transition times between activities to a minimum, or have activities planned for those times.
- Remember, most misbehaviors occur during “down” times; have as few of these as possible.

### **Methods of Intervention**

- Meet individually with campers who “test” your limits.
- Have them write, or verbally answer the following, to try to make this a learning experience for them:
  1. What happens to me when I do not follow rules?
  2. What could I choose to do, instead?
  3. What happens to me when I do follow the rules?
- Review the rules with the group, as a whole, and ask for their help in reinforcing positive behaviors.
- Contract with campers who consistently “push” the limits (see Appendix A).
- You may need to withhold privileges from the camper who consistently tests the limits.
- “Catch” your campers following the rules, as you have set them, and give them reinforcement.
- Communicate often with fellow counselors! Often, counselors are not aware that others are experiencing similar difficulties.
- Whenever possible, meet together as a group of counselors to discuss cabin difficulties, and “brainstorm” positive interventions (as well as ways to prevent the difficulties in the future).

NOTE: If you, as the cabin counselor, offer an expansion as a reward this is acceptable...you are offering reinforcement in return for positive behaviors. If, on the other hand, you respond to camper nagging, it is not a behavioral intervention; you have allowed campers to expand your limits.

## **APPENDIX A BEHAVIORAL CONTRACTS**

NOTE: When writing a behavioral contract with a camper, ALWAYS get your supervisor's approval, and signature, on what you have written BEFORE you use it! Ideally, your supervisor should be a part of the negotiation process between you and the camper in writing the contract

Steps to follow when writing a behavioral contract:

1. Only choose 1 or 2 behaviors at one time to focus on. For example, camper's goal "Comes to breakfast on time."
2. Talk over your concerns with the camper. During your "talk," help the camper decide how this goal can best be met. This is an important part of the process, as the camper will be more likely to abide by the contract if he has had a part in establishing the requirements of it.
3. Decide, together, specifically what the camper will do to fulfill his "end" of the contract, and write it in.
4. Decide, together, specifically what the camper will have to do as a consequence if he fails to meet up to the agreement (for example, each time the camper is late, he will spend 10 minutes after breakfast helping the cook do dishes).
5. Restate the appropriate behavior and write it into the "goal" section of the contract (for example, "Jason will be up, dressed, clean, and at breakfast on time").
6. Have your supervisor present for the signing of the contract. To make it official, and to approve what is being written, have the camper sign the contract, you sign the contract, your supervisor sign the contract, and date it.
7. Keep the contract in a file in the camp office. Write down on an accompanying paper any progress made, or difficulty in making progress.

## **APPENDIX B SILLY INTERVENTIONS**

The reason to plan (maybe even practice—it may be fun!) silly interventions is for use when tensions are mounting between 2 or more campers. By using one of these, or (better yet!!) your own "silly" technique, you will draw the attention away from the disagreement, and onto yourself. This allows you to "de-escalate" the situation somewhat, hopefully avoiding any physical altercations.

We have listed a few "silly" things to do...be creative and add your own creative touches to this list.

Remember to do these in an "animated," loud manner. The purpose is to be so ridiculous that your campers stop to look at you in disbelief!

- act like an ape, saying "oo-oo, oo-oo," as you do,
- sing like an opera singer,
- screech loudly like a large bird,
- squeal like a pig,
- talk like John Wayne, "Well, Pilgrims!"

*(List for Personal Interventions:*

- 1.
- 2.
- 3.
- 4.

Once you have everyone's attention, immediately separate the involved campers and speak quietly and calmly to each.

## **APPENDIX C**

### **POSSIBLE REINFORCEMENTS**

#### **TANGIBLE ITEMS:**

1 piece gum\*

1 piece candy (there are many types of candy that are individually wrapped yet not hard...you don't want a choking hazard!)\*

1 can pop

Sticker\*

Pencil

Stationery (purchase a package of stationery, and make small packets - 2 sheets of stationery with 1 envelope...put in a baggie or wrap in tissue)\*

Pen

Eraser

Poster

Trinket (such as those found in gumball machines...kids' party favors in the birthday party section)

Crayons

Coloring pages (make up coloring pictures and copy)

Snack foods

Paperback story books

Markers

\* these reinforcements are alot less expensive than others on the list.

The list is inexhaustible...anything that campers enjoy. Use your imagination, and add to this list.

#### **PRIVILEGES:**

10-minute extension of favorite activity.

Allow camper to choose 1 activity for the group to do.

15-minute extension of bed-time (DO NOT allow the campers to sleep in).

Counselor cleans camper's area for 1 day

Counselor tells story.

Again, add to this list yourself as you get to know your campers! Find out what their favorite "thing to do" is, and offer it as a reward for points earned.

## CABIN POINT CHART

NAME - BEHAVIOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
Amy - neat area	- / *	* / *	- / *	* / *	- / *	* / *	
Barbara - pers. hyg.	- / *	* / *	* / *	* am / * pm	* / *	* / *	
Kathy - pos. react.	- am / * pm	- am / * pm	- am / * pm	* am / * pm	- am / * pm	* am / * pm	* am / * pm
Missy - approp. lang.	* / -	* / *	- / -	* / *	* / *	* / *	
Yolanda - neat area	- / -	- / -	* / -	* / *	* / *	* / *	
* = Criteria Met - = Needs Work							

**PLEASE NOTE:** The individual behavioral contracts “spell out” what these abbreviations mean.

- e.g. Kathy “pos. react.” = “positive reactions”
- Kathy will make eye contact, smile, and say something pleasant in return to campers speaking to her. She will not make negative statements such as, “how stupid!”

## APPENDIX E

### RELAXATION TECHNIQUE

Sometimes, it is difficult for campers to settle at night. This particular relaxation technique is one that we use with our own children at home. It is very effective, when used as part of a "routine." We precede this with a bedtime story for younger children.

Be sure to speak in a very calm voice (at a low tone...don't use a high or squeaky pitch), and sound "sleepy" as you speak...like you would if trying to help a baby to sleep.

If you want, use this script. Go very slowly, in a relaxed way:

"Remember, no noise, talking, or laughing during our relaxation exercise. Just listen, and follow my instructions.

- Lay flat on your backs with legs down and arms at your sides
- Now, tense your toes...squeeze them together as tightly as you can...feel how tense they are. Keep them tense to the count of 3, 1...2...3. Now, relax them, and feel how heavy they seem.
- Next, tense your ankles...hold to the count of 5.  
1...2...3...4...5. Relax your ankles; feel how heavy they seem.
- Tense you calves very tightly...hold to the count of 5.  
1...2...3...4...5. Relax, and feel the heaviness.
- Tense you upper legs tightly...hold to the count of 5.  
1...2...3...4...5. Relax, and feel the heaviness.
- Clench your fists tightly...as tight as you can...hold to the count of 5.  
1...2...3...4...5. Relax, and feel how heavy your hands seem.
- Tense your lower arms and wrists very tightly; hold to the count of 5.  
1...2...3...4...5. Relax, and feel the heaviness.
- Tense your shoulder muscles...hold to the count of 5.  
1...2...3...4...5. Relax, and feel the heaviness.
- Pull your head up until your chin is on your chest...hold to the count of 5.  
1...2...3...4...5. Relax, and lay your head down.

Now, your whole body should feel very relaxed and heavy. Now, listen to the \_\_\_\_\_ (crickets, raindrops, breeze...whatever constant noise there is at your camp), and do not say or whisper anything for the next 5 minutes."

Hopefully, during this 5 minutes, some of your campers will fall asleep.