



Western DuPage

Special Recreation Association

Western DuPage Special Recreation Association Inclusion Resource Manual

Updated August 2019

Western DuPage Special Recreation Association

WDSRA *Mission* Statement

We enrich lives, connect communities, and create fun through inclusive recreational opportunities.

WDSRA *Vision* Statement

A world of opportunities, belonging and individuals reaching their full potential.

WDSRA is committed to our *Core Values*



We treat others with dignity and value every individual



We love what we do and who we serve



We think creatively to adapt to changing needs



We build trust through honest and transparent interactions



We listen, we learn, we take action



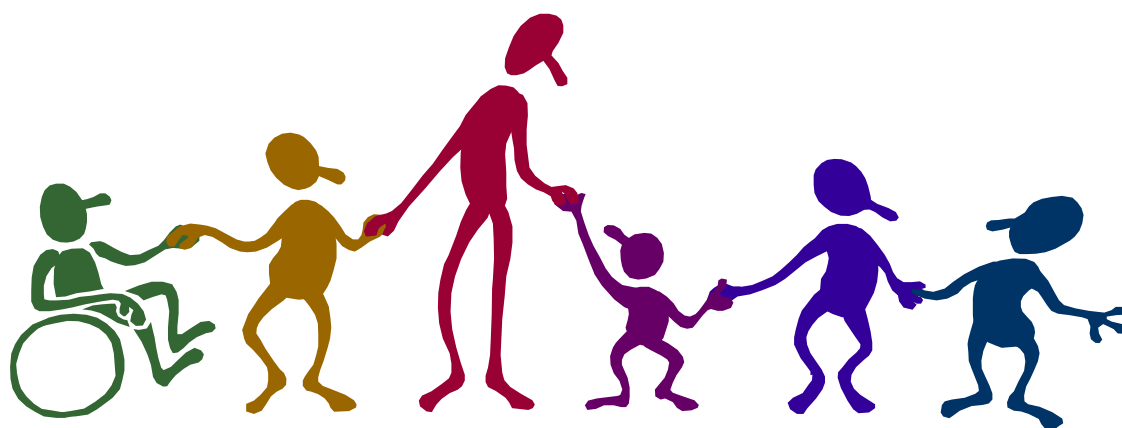
We accomplish more together than alone



We believe joy is a FUNdamental part of every day

TABLE OF CONTENTS

Section 1: The Inclusion Process.....	Pages 1-11
Section 2: Disability Information.....	Pages 12-49
Section 3: Behavior Management.....	Pages 50-70
Section 4: Structure.....	Pages 71-77
Section 5: Transition.....	Page 78-96
Section 6: Adapting Activities.....	Pages 97-106



THE INCLUSION PROCESS

The Cracked Pot

An elderly Chinese woman had two large pots, each hung on the ends of a pole, which she carried across her neck. One of the pots had a crack in it while the other pot was perfect and always delivered a full portion of water. At the end of the long walk from the stream to the house, the cracked pot arrived only half full. For a full two years this went on daily, with the woman bringing home only one and a half pots of water. Of course, the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it could only do half of what it had been made to do. After two years of what it perceived to be bitter failure, it spoke to the woman one day by the stream. "I am ashamed of myself, because this crack in my side causes water to leak out all the way back to your house." The old woman smiled, "Did you notice that there are flowers on your side of the path, but not on the other pot's side? That is because I have always known about your flaw, so I planted flower seeds on your side of the path, and every day while we walk back, you water them. For two years I have been able to pick these beautiful flowers to decorate the table. Without you being just the way you are, there would not be this beauty to grace the house."

Each of us has our own unique flaw. But it's the cracks and flaws we each have that make our lives together so very interesting and rewarding. You've just got to take each person for what they are and look for the good in them.



WELCOME TO THE INCLUSION PROCESS

Including individuals with special needs into park district programs is a fun and rewarding experience for all involved. The key to success is working together as a team: park district staff, parents, participants and support staff must all work cooperatively for the inclusion process to succeed.

For many park district staff, this could be your first time working with an individual who has a special need. Our support staff is in the program to assist not only the individual who has a special need but also to assist you in learning how to work with individuals who have various disabilities. Support staff members are there to answer questions, to be a resource and to provide hands-on training.

With the passage of the Americans with Disabilities Act, individuals who have special needs have the right to choose whether they wish to participate in WDSRA programs, in their home park district programs with their peers, or in a combination of both. We, as recreation providers, need to encourage and facilitate the inclusion process by learning as much as possible on how to best accommodate and meet an individual's needs.

Remember that the individual being included into the program is just as much a part of the program as any other person in the program and should be treated with the same respect.

The information in this manual has been collected from a variety of sources over the years and a multitude of individuals. The intent is to provide a guideline and resource book to help address some of the concerns and questions that may arise as you enhance the lives of others through inclusion. Please remember that each situation is unique, as each person is an individual. True inclusion is most successful with a combination of activities, ideas and communication with everyone involved. If you need additional information or assistance, please feel free to contact the Western DuPage Special Recreation Association office, (630)681-0962.

Enjoy your reading and happy including!

**WDSRA/MEMBER PARK DISTRICT
DAY CAMP PROCEDURES, STAFF ROLES AND GUIDELINES**

MEMBER DISTRICT STAFF:

- Remember that the individual who has special needs registered for your program and should be given the same level of instruction as the other participants in the program.
- Maintain constant communication with the WDSRA support staff.
- Instruct individuals who have special needs in your program with disability support from WDSRA.
- Fit the individual who has special needs within the group.
- If you have any concerns or questions, speak to your supervisor. Your supervisor will then contact a member of the WDSRA Inclusion team.
- Become familiar with the information given to you regarding the individual who has a special need. Ask questions regarding any adaptations you feel may be needed for the individual.
- Be an advocate. Provide opportunities for social acceptance by peers.
- Be familiar with your park district's behavior code of conduct. The individual who has special needs falls under the same code of conduct. Ask your supervisor to contact WDSRA if you have any behavioral concerns.
- Accident reports need to be forwarded to WDSRA immediately.

WESTERN DUPAGE SPECIAL RECREATION STAFF:

- Maintain constant communication with the park district staff.
- Share the participant information with the program supervisor and staff.
- Make recommendations on accommodations to the park district staff.
- Give suggestions on how to make adaptations within the program.
- Assist in the process of training member district staff on how to work with an individual who has special needs.
- Encourage and foster the participant's independence.
- Be an advocate. Provide opportunities for social acceptance by peers.
- Incorporate the child who has special needs into the group and work with the group as a whole.
- Refer parent questions regarding the program to the park district's supervisor.
- WDSRA staff will work under the park district guidelines.
- Accident/Incident reports need to be forwarded to WDSRA immediately.

RECREATION INCLUSION: WHAT IS IT?

INCLUSION IS:

- Providing a choice of recreation activities and experiences.
- The full and active participation of individuals who have special needs in the same community activities as individuals who do not have special needs.
- Looking at the recreational needs and interests of individuals instead of the diagnostic labels (i.e. autism, learning disability, physical challenge, hearing impairment, etc.).
- Providing individuals with reasonable accommodations that will enhance the recreation experience.
- Including individuals into recreation activities to stimulate the greatest amount of enjoyment and participation.
- Providing positive recreational experiences which contribute to the growth and development of every individual.
- Providing social, physical, educational and cultural development: this includes sports, outdoor living, arts and all of the major leisure interests of people.
- Developing community support and encouraging attitudinal changes to reflect the right of all people to dignity, self-respect and community involvement.

INCLUSION IS NOT:

- Forcing all individuals who have special needs to participate in community recreation programs.
- Placing individuals who have special needs into community recreation programs without necessary accommodations.
- Eliminating segregated/parallel recreation programs.
- Preparing the individual for the system, but preparing the system for the individual.

RECREATION INCLUSION: WHY?

Much like humans come in all different shapes and sizes, special needs come in all different variances of severity. Many participants may have extensive special education support throughout the school year in a classroom setting yet parents/families choose to have their loved one participate in an inclusive recreation setting. As recreation workers, you may find yourself questioning why a person is participating in an inclusive setting. It is important to remember the reasons a parent/family chooses inclusion may not be obvious to you. Often the goals for the person who has special needs differ in a recreational setting from the classroom setting. Many times, the challenges presented by an individual who has special needs are not as prevalent in a recreational setting as they might be in other settings.

Many parents choose to involve their child in inclusive activities because the goals for their child are related to the social aspect of recreation. The social connection with others plays a vital role in numerous developmental areas. Positive peer relationships allow a person to share affection, support, companionship and assistance. Whether a person has a disability or not, the opportunities available through interaction with others provide invaluable lessons. For people who have special needs, the opportunity to watch and to observe their peers engaging in appropriate social skills through play and recreation is a learning tool that cannot be replicated anywhere else.

Laws have been established to further increase the practicality of mainstream and inclusive opportunities. Both architecturally and programmatically, agencies have worked to eliminate barriers which are often stumbling blocks to inclusion. As recreation workers, we are responsible for continuing to work to eliminate attitudinal barriers. We can do this through continued education, training and being sensitive to the needs of all of the individuals with whom we work.



WDSRA'S ROLE IN THE INCLUSION PROCESS

Various types and levels of support can be used to provide successful inclusive services. In order to ensure that each individual is allowed to function in the least restrictive environment at the maximum level of independence, WDSRA offers a variety of support levels.

Services may include:

- Inservice training for member district staff.
- WDSRA will gather information about a participant by contacting the participant's family. When appropriate, WDSRA might also gather information about a participant by contacting school professionals, observing in the classroom or speaking to others in a clinical setting.
- Provision of resource materials to member district staff including information on various special needs, therapeutic techniques, suggestions on adapting activities and other beneficial resources as needed.
- Periodic visits to the program by WDSRA staff to provide support, hands-on training, answer questions and assist with any problem areas that may exist.
- Provision of a support staff at the program to assist with the inclusion of the individual who has special needs while also acting as a part of the overall staff of the program.

Inclusion services are considered on an individual basis. Once parents or member district supervisors notify WDSRA of participation by an individual who has special needs, WDSRA staff members will complete an assessment which will be followed by a support level recommendation to the member district. The level of support will be determined by evaluating the participant in the following areas:

1) Social Characteristics:

- Ability to initiate and carry on interactions with peers and the general public
- Demonstration of an interest in conversing with others
- Displays behavior which is similar to and/or accepted by the general public

2) Physical Characteristics:

- Ability to care for own needs (toileting, ambulation, etc.)
- Physical strength and endurance

3) Cognitive Characteristics:

- Ability to follow directions
- Developmental characteristics in relation to peers

4) Emotional Characteristics:

- Displays emotions which are acceptable for the situation
- Ability to resolve conflicts and to behave in a safe manner

Benefits for individuals who have special needs who participate in inclusive activities:

- Individuals in inclusive environments are more advanced on measures of cognitive and social skills
- Individuals develop friends in the communities in which they live, fostering a sense of belonging for the individual and family
- Individual is viewed as a person first
- Focus shifts from what an individual cannot do to what she/he can do
- Individual differences are respected and the individual who has special needs is valued
- Parents of children who have special needs report behavior often improves due to peer influence
- Inclusion provides the individual and the family with a variety of choices within their community

Benefits for individuals who do not have special needs in inclusive settings:

- Individuals learn to respect differences
- Individuals learn to value and celebrate differences
- Individuals are better prepared to reach a comfort level with people who are different from themselves
- Individuals learn to handle differences in stride
- Individuals learn that everyone has strengths
- Parents report their children learn positive values
- Individuals learn we are all people first
- Individuals are more likely to be given accurate information about disabilities as their questions are answered in a natural environment
- Inclusive settings can provide ample opportunities for mentor/buddy friendships which enhance self-esteem and worth

Peer Buddies

Points to Note:

- Many children who have special needs have difficulty forming friendships due to their poor language and social skills. If they do develop friendships, they may quickly burn out their friends by being too demanding, or being unintentionally rude and inconsiderate.
- Children who have special needs are likely to become frustrated and upset by their inability to make friends and their difficulty interpreting social situations.
- If children who have special needs are not given support and encouragement to make friends they are denied the very context in which they can practice and develop their communication and social interaction skills.
- Peer buddies can assist in developing friendships and facilitating peer interactions.
- For many who have special needs, it is common that their friends are their parents, their parents' friends and a paid therapist. Through inclusion, their circle of friends includes nondisabled peers.
- The person who has special needs will have age-appropriate peer models.

What you can do:

- Choose a socially mature child in the class to be a buddy to the child who has special needs. Young girls are often more mature than boys and may be more accepting and nurturing toward a child who appears different and socially awkward. Buddies need to be taught when to ask for adult help and what their role will be.
- A buddy can help explain the rules of the games, encourage social interaction, come to the child's aid if he is teased and seek adult help if the child becomes distressed.
- Establish a safe place for the child who has special needs to retreat to if he or she is upset. This should be a place that the child knows and can easily get to, and where there is an adult who can quickly offer assistance. If the child has no friends with which to share his fears, concerns, etc. he or she will need a sympathetic adult, such as a camp counselor to talk to.

Note:

Be careful not to place too much stress on the buddy; children who have special needs can be very demanding. Ideally, have two or three helpers, rotating them on a regular basis.

References:

www.autismhelp.info; <http://circleofinclusion.org/english/pim/ten/peer.html>;
http://www.nctimes.com/articles/2006/04/16/news/californian/22_44_494_15_06.txt



MAKING FRIENDS

Making friends is a crucial and fundamental part of a person's recreational experience. Being part of the group and feeling accepted is very important to all individuals in an inclusive setting.

Some of the people in the group may be interacting with someone who has special needs for the first time. Because of this, you may see some of the following attitudinal barriers which may prevent positive interactions among all:

- 1) **Fear-** Initially, many people may not understand disabilities. Their reaction may be to avoid or to ignore the person who has special needs. They may fear that the disability is contagious or simply not know how to interact with the person. This can lead to exclusion which, in turn, leaves the person who has special needs isolated and apart from the group.

The most effective way to deal with this is to provide an opportunity for others to learn. Encourage appropriate questions and provide explanations when possible. Many times fear can be eliminated or avoided by up-front, open and honest communication.

- 2) **Ridicule/laughter or stare-** Because others are limited in their knowledge base, they may not understand and will sometimes laugh or stare. The person who has special needs may engage in negative behavior or continue to remain isolated or withdrawn.

Ridicule and teasing should not be tolerated on any level, from or toward anyone. The best way to address this issue is to make sure the program rules are specific to include respectful language/speech toward all individuals. If problems continue, they should be addressed with the individual doing the teasing/ridiculing. The section on behavior modification provides more in depth suggestions for recurring issues.

- 3) **Overly sympathetic-** Sometimes others feel sorry for people who have special needs. This can lead to helping the person "too much", fostering a sense of dependence rather than developing a level of independence. Often individuals who have special needs may be physically smaller than their peers. Some may want to cater to them because they are "cute" or smaller.

Encourage participants to keep in mind a person's chronological age, despite their cognitive and social-emotional functioning levels. Always allow each person to do as much for themselves as possible (from self-help to participating in activities) and remind others frequently how to provide help that is empowering rather than enabling.

*****Here are a few other suggestions to assist in creating a comfortable atmosphere that is conducive to learning, growth, fun and the natural occurrence of friendships.**

- 1) **Icebreakers-** These are games and activities that promote communication and getting to know others. The more the better, especially at the beginning of a new session or program.
- 2) **Model Interaction-** In order to deal with the participant's fears and apprehensions, staff must deal with their own first. Individuals who have special needs are people first. Other participants will watch the staff's reaction to various situations. Be sure to have a "natural" and comfortable approach to the participants who have special needs in your conversation and body language. This will demonstrate to others the importance of treating all individuals with respect. In most situations, staff creates the mode and tone of the setting: the participants will respond to the positive example and role modeling demonstrated by staff.
- 3) **Small group/stations-** Sometimes large groups can be overwhelming for participants, especially if it is a new experience. Setting up small groups or workstations can help eliminate confusion and assist with transition from one activity to another. Social skills may be practiced more easily when the opportunity to form intimate groups is given.
- 4) **Peer partners/buddies-** In many inclusion settings, it takes at least one person who does not have special needs to set the pace for the other participants. Without force, pair up individuals who display strong leadership qualities with another participant so they can work on projects together.

Inclusion Techniques: Moving Toward the Free way!

1. Emphasize **ABILITY FIRST!!**
2. Utilize normal environments: parks, swimming pools, malls and the play worlds of the non-disabled person.
3. Promote age-appropriate activities.
4. Promote peer interaction among all participants.
5. Allow time for the person who has a special need to adjust to the new people, new environment and new experiences.
6. Think about the total picture: clothing, style, manners, social skills, travel skills, safety skills and leisure skills as a part of fitting in.
7. Allow for a level of individuality. No one wants to be a clone.
8. Help others learn to understand modifications and accommodations: what's fair is not always equal.
9. Be an advocate, one who promotes **INCLUSION**. Work with participants, parents, care providers, organizations and your own staff and administration to enhance their beliefs that inclusion does work and can be successful.



WELCOME TO HOLLAND

By Emily Kingsley

I am often asked to describe the experience of raising a child with a disability—to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It would feel like this...

When you are going to have a baby, it's like planning a fabulous vacation trip—to Italy. You buy a bunch of guidebooks and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later, the plane lands. The stewardess comes in and says, "Welcome to Holland."

"HOLLAND?!?" you say. "What do you mean, Holland? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy!"

But there has been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guidebooks. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's a different place. It's slower-paced than Italy. But after you've been there for a while and you catch your breath, you look around, and you begin to notice that Holland has windmills, Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy, and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes, that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever go away, because the loss of that dream is a very significant loss.

But if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things about Holland.

Emily Kingsley is an Emmy award-winning television writer (Sesame Street, The Dick Cavett Show) who has worked for the rights of disabled children. She has raised a child with Down syndrome and has produced a network television movie about their life together.

DISABILITY INFORMATION

LIKE ME

BY EMILY KINGSLEY

I went to my dad and said to him, there's a new kid who's come to my school. He's different from me and he isn't too cool. No, he's nothing at all like me, like me, no, he's nothing at all like me.

He runs in a funnyish, jerkyish way, and he never comes first in a race. Sometimes he forgets which way is first base, and he's nothing at all like me, like me, no, he's nothing at all like me.

He studies all day in a separate class, and they say that it's called "Special Ed." And sometimes I don't understand what he's said, and he's nothing at all like me, like me, no, he's nothing at all like me.

His face looks kind of different from mine, and his talking is sometimes so slow. And it makes me feel funny and there's one thing I know; he is nothing at all like me, like me, no he's nothing at all like me!

And my father said, "Son, I want you to think when you meet someone different and new that he may seem a little bit strange, it's true, but he's not very different from you, from you, no, he's not very different from you."

Well I guess, I admitted, I've looked at his face; when he's left out of games, he feels bad. And when other kids tease him, I can see he's so sad. I guess that's not so different from me, from me, no, that's not very different from me.

And when we're in Music, he sure loves to sing, and he sings just like me, right out loud. When he gets his report card, I can tell he feels proud, and that's not very different from me, from me, no, that's not very different from me.

And I know in the lunchroom he has lots of fun; he loves hot dogs and ice cream and fries. And he hates to eat spinach and that's not a surprise, 'cause that's not very different from me, from me, no, that's not very different from me.

And he's always so friendly, he always says hi, and he waves and he calls out my name. And he'd like to be friends and get into a game, which is not very different from me, from me, no, I guess that's not different from me.

And his folks really love him, I saw them at school, I remember on Open School Night- they were smiling and proud and they hugged him real tight, and that's not very different from me, from me, no, that's not very different from me.

So, I said to my dad, "Hey, you know that new kid? Well I've really been thinking a lot. Some things are different...and some things are not...but mostly he's really like me, like me, Yes my new friend's...a lot...like me.

ATTENTION DEFICIT DISORDER (ADD) ATTENTION DEFICIT/HYPERACTIVITY DISORDER (ADHD)

Attention deficit disorder, which is also called ADD, is a disorder in which a person shows a certain pattern of behavior over time. Symptoms vary in severity from individual to individual.

Characteristics

- Unable to pay attention (comparable to peers)
- Impulsive behavior - acts too quickly without thinking
- Difficulty delaying gratification - I WANT IT NOW
- Hyperactivity - constantly on the go
- Easily over-excited - experience feelings very intensely
- Non-compliance - difficulty following rules
- Social problems - extremely bossy and competitive
- Disorganized - forgetful/poor sense of time

Recreation Pointers for ADD and ADHD

- Be consistent with rules and consequences
- Encourage good behavior and discourage inappropriate behavior
- Separate the child from the behavior
- Difficulty with focused attention - KISS (keep it short and simple)
- Use constructive avenues to channel the extra energy:
USE GROSS MOTOR ACTIVITIES
- Build self-esteem with activities in which the child can succeed
- Avoid over-stimulation
- Use visual cues and hands-on processes
- Leader should keep calm and be positive
- Quick to become aroused - allow student to hold something
- Needs frequent breaks - stand in back of room
- Easily distracted - offer physical activity
- Design a quiet space for use upon request
- PROVIDE A STRUCTURED ENVIRONMENT

An ADD/ADHD Child's Bill of Rights

"Help me focus"

Please teach me through my sense of touch. I need "hands-on" and body movement.

"I need to know what comes next"

Please give me a structured environment where there is a dependable routine. Give me an advanced warning when there will be changes.

"Wait for me, I'm still thinking"

Please allow me to go at my own pace. If I rush, I get confused and upset.

"I'm stuck, I can't do it"

Please offer me options for problem solving. I need to know the detours when the road is blocked.

"Is it right? I need to know NOW!"

Please give me rich and immediate feedback on how I am doing.

"I didn't forget it; I didn't hear it in the first place!"

Please give me directions one step at a time and ask me to say back what I think you said.

"I didn't know I wasn't in my seat!"

Please remind me to stop, think and act.

"Am I almost done now?"

Please give me short work periods with short-term goals.

"What?"

Please don't say, *"I already told you that."* Tell me again, in different words. Give me a signal. Draw me a symbol.

"I know, it's ALL wrong, isn't it?"

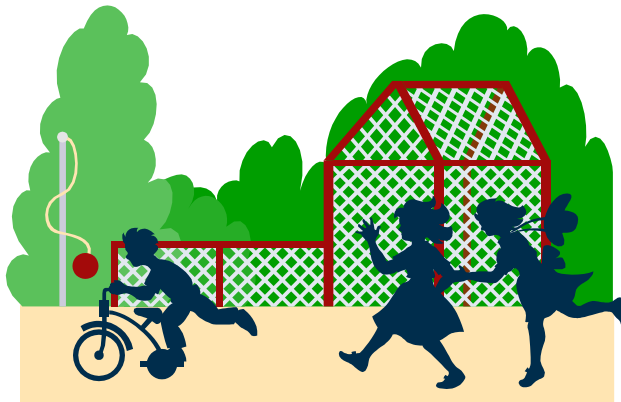
Please give me praise for partial success. Reward me for self-improvement, not just perfection.

"But why do I always get yelled at?"

Please catch me doing something right and praise me for my specific positive behavior. Remind me (and yourself) about my good points, when I'm having a bad day.

Six Great Things About Having ADD

- **You have boundless energy and enthusiasm:** People who have ADD keep going when most of us want to quit. They have exceptional vitality and vigor.
- **You're an imaginative thinker:** People who have ADD, who often feel less bound by rules and tried procedures, frequently are better able to "think out of the box" and come up with inventive solutions to problems.
- **You are extremely curious:** Their tendency and ability to hyperfocus impels them to figure out information and details in a wide variety of areas. They're interested not just in what time it is, but in learning how the clock actually works.
- **You are highly intuitive:** People who have ADD feel their emotions strongly and often have an uncanny ability to be "in touch" with their emotions, as well as the emotions of others.
- **You have a great memory for minute details:** While most of us tend to remember the big picture and forget the details, people who have ADD are just the opposite.
- **You are more accepting and forgiving of others:** Perhaps because of their own trying social experiences, people who have ADD tend to be more accepting of others' quirks and more forgiving of others' mistakes.



ASD: AUTISM SPECTRUM DISORDERS/PDD: PERVASIVE DEVELOPMENTAL DISORDER

Definition:

Pervasive developmental disorder (also called autism spectrum disorder), is a large umbrella which includes the following disabilities: Autism, Asperger's Syndrome, Rett's Syndrome, Childhood Disintegrative Disorder, Pervasive Developmental Disorder Not-Otherwise Specified and Organizational Disorder. All can share common similarities, but as the title "spectrum" suggests, the degree of severity can range drastically depending upon a number of factors and variables.

PDD's are thought to be a neurobiological disorder that causes differences in the way information is processed. This processing difference affects the ability to use language properly, develop and maintain appropriate social relationships, and understand and respond to sensory stimuli (touch, hearing, taste, etc.). The effects of any PDD can range from mild to severe. Thus, each symptom may appear differently in each individual. The prevalence of autism is approximately 1:50 live births.

Those who have autism generally have problems in three crucial areas of development - social interaction, language and behavior. Because there is a spectrum, two individuals who have the same diagnosis may behave very differently and have very different skills.

Characteristics:

- Speech and language delays (non verbal, echolalia, partial sentences, etc.)
- Poor social skills
- Visual learners rather than auditory
- Concrete situations are better than abstract
- Prefer consistent, predictable routines
- Difficulty with change/transitions
- Repetitive body movements or behaviors
- Impulsive behaviors or actions
- Self-stimulation (rocking, spinning, hand flapping)
- Fixation on certain object (train, light, fish, spinning coin)
- Little or no eye contact
- Physical rather than verbal expression

Implications for Recreation:

While all individuals diagnosed with any type of ASD exhibit different behaviors, there are things you can do to help make your program run smoothly while improving the person's ability to interact socially and to communicate with others. Not only will this benefit the person who has special needs, but everyone in your program.

- Make a picture schedule of the day's activities
- Encourage taking turns
- Pair children up for transitional activities
- Pre-introduce characters and concepts that will be included in activities to help focus attention
- Structure choices to include visual motor activities (cutting shapes, coloring in the lines)
- Give the individual an active role in transitions (ringing a bell, flashing the lights)
- Give transition warnings EARLY to ease change
- Do not always require eye contact
- Allow time for processing
- Use simple words and phrases
- Use concrete and visual cues when possible
- Tasks should have clear beginnings and endings
- Establish a predictable routine
- Choose activities that require simple social interaction
- Keep activities structured

Communication brings understanding: a number of children who have autism have very little or no verbal communication skills. To help children who have autism spectrum disorders communicate with others and for others to communicate with them, we must establish what method of communication works best for that individual.

Some individuals are taught sign language not only to communicate their needs, but also to help them process what is being asked of them. Communication or picture boards can be used to communicate needs and to help establish a predictable routine so the individual knows what to expect.

ASPERGER'S SYNDROME

Definition:

Asperger's Syndrome falls under the Autism Spectrum Disorder (ASD) umbrella. Asperger's Syndrome is a neurobiological disorder characterized by an impairment in social skills, difficulty with social relationships, poor coordination, poor concentration, an intense interest in certain subjects, poor non-verbal communication (body language) and a lack of empathy.

In some ways an individual who has Asperger's Syndrome has similarities to someone who has autism. A person who has Asperger's may have difficulty understanding the subtleties used in conversation, such as irony and humor. While many individuals who have autism have cognitive impairments, a person who has Asperger's possesses an average to above average intelligence.

Behavioral characteristics:

- Inappropriate laughing or giggling
- Crying or tantrums for no apparent reason
- Tends to be seen as a loner or controlling of others/bossy
- Selective attention to stimuli
- Ritualistic play patterns
- Restricted interest in certain subjects
- Abnormal activity levels
- Fear responses and visual responses to things
- Difficulty with change and transitions
- Inability to understand that you are unhappy when you frown, or read social scenes/cues
- Inability to know how to initiate appropriate conversations with peers

Implications for Recreation for Individuals Who Have Asperger's Syndrome:

- If you give the person all the tools he/she will need, use visual examples, model what he/she should say and teach it right the first time, the person who has Asperger's will be more successful when put in social situations
- Remember to keep directions brief and simple, be clear on beginnings and endings, tell the person what to do instead of what not to do and give them time to respond
- Provide a safe and predictable environment with a consistent routine
- Teach them how to react to social cues and give responses to various situations
- Teach coping skills to use when they become overwhelmed
- Adults need to encourage and help facilitate socialization with peers
- Make sure the person has a clear way to ask for help or express when they are feeling overwhelmed

AUTISTIC DISORDER

Definition: Individuals who have autism are most easily identified by their impairment in social interactions. From an early age, they quickly reduce the unpredictability of their environment and derive a great deal of meaning from their own idiosyncratic interactions with objects, ideas and repetitive, ritualistic actions. They experience delays in language and an inability to understand and use nonverbal behaviors to communicate.

Behavioral Characteristics (In addition to characteristics listed previously for Asperger's Syndrome)

- Difficulty in coping with change or transition
- Fascination with particular toys or moving objects
- Self-stimulatory behaviors
- Receptive language comprehension may be higher than expressive language abilities
- Sleep differences
- Sensory sensitivities (see sensory integration)
- May perform repetitive movements, such as rocking, spinning or hand-flapping
- Develop specific routines or rituals
- Become disturbed at the slightest change in routines or rituals
- Difficulty sharing experiences with others

Social Characteristics

- May fail to respond to his/her name
- Poor eye contact
- Appear not to hear you at times
- Seems to prefer playing alone - retreats into his or her "own world"
- May resist cuddling and holding



Characteristics: Misunderstandings and Misconceptions

Examples of Common Misinterpretations of Behavior

Participant Action	Common Interpretation	Autism Perspective
Does not give ball to peer when requested	Uncooperative; selfish; possessive	Does not understand sharing; may not understand he will get another turn with the ball, difficulty with motor planning
Responds to "eyes up here" by putting face on female instructor's chest	Wise guy, sexual harassment	Complied with directions to put "eyes up here" literally
Hits goalie during soccer game when goalie caught the ball	Physically aggressive; poor sport	Rigid understanding of rule that players should not touch ball with hands; does not know who has authority to enforce rules
Knocks objects off shelf	Destructive; uncooperative; clumsy	Cannot tolerate objects being in certain arrangements; difficulty judging body position in relationship to objects
Screams when touched in touch football	Poor loser; immature	Experiences uninvited touch as painful
Always poking others	Physically aggressive, trouble maker	Does not know how to initiate interaction, has unclear understanding of own strength; unable to judge where his body is in relationship to others
Passes ball to member of other team in basketball	Inattentive; poor team player	Does not understand the concept of "us against them"; difficulty tracking movements of team members
Only engages in sedentary activities	Lazy, lacks energy	Movement is unpleasant and unpredictable; motor planning difficulties
Tantrums at door to the gym	Does not like physical activity	Experiences the bright lights and sound reverberation as uncomfortable
Walks to front of line in relay race and pushes others out of the way	Wants his own way; physically aggressive; noncompliant	Does not understand waiting in line for his turn; does not know that pushing can hurt people, does not know where his body is in space
Lines up rubber bands in a tie dye class	Noncompliant; off task; disinterested	Does not understand or cannot sequence steps in directions

Supportive Communication for Autism

The techniques below will help individuals better understand, interact, and communicate with persons who have been diagnosed with autism.

Don't Insist on Eye Contact: Eye contact is seen as an important "tool" used everyday during interpersonal communication. However, many individuals with autism find it irritating or painful to make/maintain eye contact. **This inability to use or preference to avoid using eye contact causes many problems for autistic individuals. Individuals who do not use this form of communication may be viewed as impolite, sneaky or distrustful, uninterested, or incapable of attending. Many individuals will share that avoiding eye contact may actually enhance their ability to attend/listen.** One individual stated, "I can listen better to the tone of someone's voice when I am not confused by the unwritten words of their facial expressions." Another person mentioned that he could only participate fully if he is looking at the floor when communicating.

Consider Voice Volume and Tone: Use voice variations to catch individuals off guard and capture their interest. For example, when a room becomes noisy, the leader can sing and when individuals are not paying attention to the rules, an instructor can give directions in a silly falsetto voice. **Varying voice volume, quality, and tone can allow individuals to connect with participants. Individuals who have autism respond well to singing and whispering.** Both methods may help autistic individuals converse or calm down easily.

Experiment with Indirect Communication: Individuals who have autism may feel uncomfortable having direct conversations or engaging in personal interactions. As an example, a person who has autism may run away from a person if they are directly greeted, but if the individual working with them looks at the floor and hands them a card that says 'hello,' they may be more likely to interact. **A degree of personal distance is needed to achieve conversation and can be accomplished through costumes, foreign accents, conversation-songs, rhymes and puppets. These props can help develop an individual's self-awareness in a safe manner. Props can be used to initiate speaking in front of large groups of people.** To encourage greetings, the entire class can shake hands or give hi-fives. Gestures and written communication are also communication formats that may be preferred.

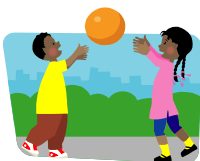
Help Students Understand Language: Individuals who have autism may have a difficult time understanding certain aspects of language. Some individuals may interpret language very literally. If you ask an individual to turn around and come back towards you, they may begin to turn in circles. Keeping a journal of slang terms may help individuals understand what their peers are discussing. **Individuals who have autism may have trouble interpreting figurative language like idioms (hold your horses, cat got your tongue, sitting on the fence, splitting hairs), jokes or riddles, metaphors (he was on fire), expressions with double meaning, and sarcasm (saying "nice job" when someone spills coffee on themselves).**

Source: Keynote speaker, Paula Kluth, at Autism Spectrum and Sensory Integration Expo

SENSORY INTEGRATION

Definition:

The brain receives over 2 million bits of information into the nervous system every minute! This information comes in through the senses to the brain where it changes into electrical impulses which are then organized and distributed throughout the body to produce movements, thoughts and feelings. As children learn to move their body, balance and relate to the objects and people around them, their developing brains learn to organize the incoming sensory information. This organization-called "sensory integration" enables us to direct our attention and to produce useful and well-coordinated behavior. In some individuals, sensory integration doesn't develop as efficiently as it should. When the process is disordered, a number of problems can occur. Individuals who have sensory integration difficulties may experience either hypersensitivity or hyposensitivity with any of the senses. Sensory integration can explain mild to moderate problems in learning and behavior in children, especially associated with uncoordination and poor sensory processing. Understanding these issues will help provide individuals with more opportunities to engage in meaningful activities.

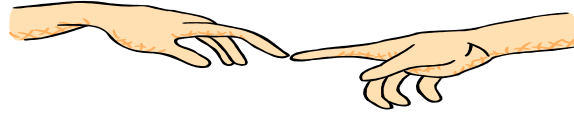


Praxis: Individuals have developmentally based "action based on will" movements that allow them to participate in every day activities. When a person has problems carrying out sequenced and organized movements, it is referred to as dyspraxia. If a person has a practic dysfunction, they may have difficulty with:

- Gross motor activities (stairs, sitting down, getting into the pool)
- Fine motor (handwriting, cutting) tasks
- Using 2 sides of the body in a coordinated fashion (running, catching a ball).
- Sequencing motor actions (hitting a ball).
- Posture and balance
- Anticipating how to move their body while playing sports

A person with a practic disorder can benefit from:

- Practicing the task, such as handwriting, cutting, catching a ball, etc.
- An increase in the amount of time given to complete a task



Tactile: Touching provides information about one's body, size, shape, temperature and texture and provides a sense of calm and comfort. If the tactile sense is not well developed, a person might:

- Dislike hugs
- Dislike variety and texture in foods
- Fuss during baths, hair washing, messy projects etc...
- Object to tickling
- Dislike certain foods

A person can also need more tactile sensation and may:

- Seek out additional tactile input (shoulder rubs, massage toys, vibrating toys, heavy but soft objects)
- May exhibit aggressive behaviors such as hitting or grabbing

Vestibular: Located in the inner ear, this sense provides information on the body's speed and direction, where the body is in space and a sense of balance. It also influences muscle tone, alertness and eye movements. If this sense is not well developed, the person might:

- Avoid swings and slides
- Object to rough-housing
- Not like spinning and rocking
- Avoid balancing games/activities

If the person is seeking vestibular stimulation, they may:

- Enjoy Swinging
- Spin themselves or objects excessively in a rotational manner

Visual: This system organizes information that comes in through the eyes.

If this sense is not well developed, the individual may show:

- Oversensitivity to light
- Visual distractibility

If this sense is overly developed, the person might:

- Have a difficult time making eye contact

Auditory: This system organizes information coming in through the ears. If this sense is not well developed, a person may:

- Cover ears
- Startle easily from noises
- Need directions repeated often
- Show unusual sensitivity to vacuum cleaners, fire alarms etc.
- Make excessive noise
- Be distracted by white noise such as fans



Proprioception (kinesthetic): Proprioceptive sensors are located in our muscles, joints and tendons. They are activated when joints are stretched or compressed (jumping) and muscles are contracted. They provide information on body and spatial awareness and what position our body is assuming without having to look at it. In addition, information on weight and pressure comes through proprioception. If this sense is not well developed, a person might:

- Bump into things
- Have difficulty getting in and out of equipment
- Appear clumsy
- Break toys

If a person is seeking this sensation, they may:

- Jump up and down often
- Flap arms or hands
- Crash into walls or fall hard onto the floor



Taste or Smell: If these senses are not well developed, the child may:

- Be sensitive to odors
- Eat limited types of food
- Sniff items

If a person is seeking taste or smell sensations they may:

- Put objects in their mouth
- Enjoy spicy, strong flavored foods

Other signs of sensory integration problems:

- Over reacts to stimuli
- Over-active, restlessness
- Lack of eye-hand coordination
- Strong need for routine
- Difficulty calming down when upset
- Immature social and emotional responses
- Difficulty understanding/using language
- Distractibility and poor attention span
- Lack of strength and muscle tone
- Toe walking
- Difficulty with transitions
- Behavior problems

SENSITIVITY AND RESPONSE

Disorders of Sensory Modulation: Modulation refers to the ability to regulate and organize reactions to sensory input in a graded and adaptive manner. An individual receives an emotional meaning from sensory information which helps them register the sensory information. Modulation issues occur when an individual's response does not match the demands and expectations of the environment. An individual will respond in one of two ways:

- Hyper-responsive: react very strongly and sometimes negatively to "normal" input; may be sensory defensive and have a hard time handling sensory input. Children may also be extremely anxious.
**See each sensory system for examples of negative reactions to "normal" input.
- Hypo-responsive: fail to react to the intensity or frequency of a sensory experience in the expected way; it takes a lot to get these individuals going and they usually seek input. For example, an individual can:
 - Have food all over their face and not notice
 - Put non-edible items (sand, rocks, etc) in their mouth to gain more input
 - Swing/bounce a lot and feel fine
 - Bang their head on objects and not feel pain (ASD).

Hyper-responsive (can't handle input)	Hypo-responsive (seeking input)
Low sensory threshold	High sensory threshold
High arousal	More sedentary
Impulsive actions and reactions	Less prone to impulsive behavior
Avoids sensory overload	Attention is brief
Difficulty focusing attention	Attention focused on one modality
Withdrawn from sensory experiences	Engage in sensory experiences

Individuals who are hyper-reactive require time to adjust to new things in their routine. Things which to many may seem ordinary (such as new clothing or textures/tastes of food) can cause stress when introduced.

Individuals who are hypo-reactive may benefit from things that provide sensory input such as deep pressure, music, swings, scented markers/stickers/oils/lotions, toys that vibrate, light up or "feel" (Koosh balls etc...)

Sensory Modulation Disorders:

- Sensory Defensiveness: Fight or flight reaction to sensation that others would consider non-noxious. Tactile stimulation is the most common sensory input to which individuals have a defensive response.
- Gravitational Insecurity: Fear of movement, being out of the upright position, or having one's feet off the ground. The individual's fear is out of proportion to any danger. A person may feel that they are on a rollercoaster when they are only being picked up off the ground.
- Aversive Response to Movement: Occurs in response to movements that most individuals would consider non-noxious. Characterized by autonomic nervous system reactions, such as increased heart rate, sweating, heavy breathing, etc. This response is associated with poor processing of vestibular information. These individuals have problems with:
 - Car rides
 - Elevators
 - Escalators
 - Sitting and spinning
- Under-Responsiveness to Movement: Individuals react in a way that suggests they don't notice sensation or their responses are far less than expected. The individual's reaction to sensation may be delayed.

Quick Calming Strategies:

Tactile Defensiveness:

- Firm pressure on skin, hold hand firmly, weighted vests/blankets

Proprioception:

- "Heavy work" (carry a box of stuff, moving desks, weighted book bag), jumping, crashing into pillows, pushing/pulling (tug of war, hanging on monkey bars).

Vestibular (child directed):

- Linear, predictable, repetitive movements with head moving in straight line (linear swinging, rocking in chair, bouncing up and down)

Visual:

- Low contrast (low lights with little clutter in the room), dim, set-up visual blinds (block off certain area of the room)

Auditory:

- Repetitive, constant, quiet noise (ocean waves)
- Rhythmic music
- Quiet spaces for child to retreat to when over stimulated
- Carry head phones with calm, rhythmic music
- Seat away from loud speakers, noises, traffic, etc.

Taste/smell:

- Mild intensity, nondistinct or familiar qualities

Environmental Supports: Try a few environmental supports to eliminate some of the common stressors associated with sensory integration.

- Help people make sense of the world around them
- Help structure the environment to provide participation, flexibility and independence
- Increase interest and learning
- Decrease behavior challenges

Implement environmental supports by:

- Maintaining room/space that is organized and orderly
- Consistent use of visual supports
- Promote social contact within student's comfort level
- Create "sensory island" (isolated, non-stimulating area with toys, objects that soothe the person...cloth bean bags, sensory toys, bird seed bottle...)**
See calming activities in the behavior modification section for more suggestions about de-escalating during a challenging situation.

Key Points to Remember Regarding Sensory Integration Disorders:

Get to know a child's "warning" signs of distress (may be increase in vocalizations, hand flapping, increase in intensity of rocking behaviors)

- Intervene at this point with sensory strategies and accommodations to prevent a sensory "meltdown".

Be sensitive to the fact that children who have sensory processing difficulties experience the world in an entirely different way than you and I.

Imagine if:

- You could see obstacles in your way but could not move the direction you wanted to avoid them
- You feel that someone has given you a shot of Novocaine in your backside so that you couldn't feel if you were sitting in the middle of your chair and you fell off several times in just an hour
- Your clothes felt that they were made of fiberglass
- You tried to drink water from a paper cup, only you could not tell how hard to squeeze it to hold onto it. So, you squeeze too hard and the water spills all over you. The next time you did not squeeze hard enough and it fell right through your hands all over the floor
- Every time you tried to write with your pencil you broke it because you pushed too hard
- The different smells in the room made you utterly nauseous
- The humming of the lights in a room felt louder than the voice of the person you are speaking to
- You couldn't focus your eyes on reading this manual because everything and everyone else in the room catches your attention and your eyes go there instead
- The lights in the room feel so bright that you have to squint, then you get a pounding headache half an hour later
- Every time someone touches you it feels as if they are rubbing sandpaper on your skin
- You could only sit for about 15 minutes reading this manual and then you had to take a run around the building or do 20 jumping jacks so you could sit for another 10 minutes before your muscles felt like they were going to jump out of your skin
- People's whispers felt like they were yelling
- The tag on the back of your shirt makes you feel as uncomfortable as you would if a spider was crawling up you and you could not get it off
- You had to pull over your car three times on your way to work because the motion makes you sick

We must acknowledge that everyday life experiences for a child who has sensory processing difficulties can be extremely difficult and do our best to understand and help them out.

General Sensory Accommodations to Use in the Community

- Always provide verbal warning when you are going to touch an individual who has sensory processing difficulties. (i.e. "Sam I am going to touch your arm so I can help you dry off".)
- Use proprioceptive strategies prior to and directly following each community setting. Proprioceptive strategies can/should be used at regular intervals throughout the day as well.
- Auditory information can be very difficult to process. Noise reduction headphones can be purchased at WalMart ranging in price from \$15-\$30. (price dependent on noise cancelling abilities). Parents may be willing to purchase. Noise reduction headphones can be used as needed (ex. When attending loud environments such as sports events or events held in gymnasiums.) Alternatives to noise reduction headphones include: ear plugs, encouraging the individual to cover their ears as needed, wearing a tight-fitting headband around the head and covering ears (will block some sound but also the deep pressure will provide calming input.
- Be mindful of the volume of your voice when speaking to an individual who has processing difficulties.

Environment Specific Strategies

Gymnasium

- **Auditory-** Allow for use of noise reduction headphones, ear plugs or headbands. Allow the individual to take breaks from this environment. They may need to participate for 5 minutes and then retreat to a quiet area for 5 minutes before returning.
- **Tactile-** If sitting or playing in a crowded section of the gym, **provide visual cues for personal space** boundaries to give the individual a sense of where their body is in relation to other people's bodies/touch. For example, when the individual is sitting in the bleachers have his/her space defined by placing objects 4 inches to the left and right of him/her to let the person know where he/she should remain as well as indicate to others that they should not invade that space.
- **Visual** - Allow for sunglasses inside: fluorescent lighting is difficult for a lot of people's systems to process. Natural light coming in through the windows and reflecting off shiny surfaces can be extremely harsh on sensitive visual systems.
- **Movement (Vestibular)** - Provide visual cues for where students should be (for examples standing in a hula hoop or standing on a line on the gym floor). Often students who have vestibular and proprioceptive difficulties "get lost" in large open spaces such as gyms; attempt to "ground them" by providing visual cues of where their body should be.

Pool

- **Tactile** – Honor a person's hesitancy to enter the pool – it might be a result of tactile sensitivity. Slowly introduce tactile input by having the person sit next to the pool and have staff place some water on the person's hands. Then you can slowly progress from there by having the person place their finger in the pool & eventually slowly increase to where the person is standing in shallow water. After swimming rub the person's towel briskly and firmly over the person's arms, back and legs. This provides a tactile and proprioceptive component and can serve as a calming strategy.
- **Visual** – Allow for sunglasses or tinted goggles. Sunshine reflecting off the water can be harsh on a sensitive visual system.
- **Proprioceptive** – Swimming is an excellent way to provide individuals with proprioceptive, tactile and vestibular input. Encourage movements such as pushing off the wall with feet or hands, kicking, swim strokes with upper extremities & jumping while in the pool.

Movie Theater

- **Auditory**– Noise reduction headphones, ear plugs, sweat band to cover head and ears. Speak with the theater manager and ask for the volume to be turned down. Allow the individual to take breaks from the environment. Individuals can participate for 5 minutes and then retreat to a quiet area for 5 minutes before returning.
- **Tactile** – If the individual is too sensitive to touch, have the person sit with one chair space between himself/herself and others.
- **Visual** – Provide visual schedule of when lights are going to be on/off. Visual cues can help individuals process changes more effectively.
- **Vestibular** – Allow individuals to take walking breaks: they can get a drink from the water fountain and then return to their seat. Seat individuals that require movement breaks in the back row so they can walk up and down the aisles without disturbing other people's views. Build in "exercise breaks" throughout the movie: jumping jacks, toe touches, body twists, wall push ups. Allow for the use of fidget items during the movie.
- **Proprioceptive** – Place a weighted object on the person's lap. Weighted lap pads should not exceed 10% of the person's body weight. The weight of a backpack will provide a calming effect and therefore increase a person's sitting tolerance.

Restaurants

- **Olfactory** – The olfactory system can be bombarded in a restaurant setting. Be conscious of the individual's sensitivity to smells.
- **Auditory** – Noise reduction headphones, ear plugs, sweat band covering head and ears.
- **Tactile** – If individual is sensitive to touch, allow him/her to sit in a booth. (Booth and table provide boundaries that help define the person's space)
- **Visual** – Allow for sunglasses or brim hats to be worn inside. Fluorescent lighting is difficult for a lot of people's sensory systems to process. Natural light coming in through windows and reflecting off shiny surfaces can be extremely harsh on sensitive visual systems.
- **Vestibular** – Allow movement breaks by having individuals walk to the bathroom to wash their hands before and after eating, to collect trash from your tables and take it to the garbage can or to obtain materials necessary for eating (i.e. napkins, catsup packets, etc.). Have individuals who need a great deal of movement be in charge of these tasks when eating out.
- **Proprioceptive** – Weighted objects can be placed on the individual's lap to provide calming proprioceptive input and encourage sitting for longer periods of time. Weighted lap pads should not exceed 10% of the individual's weight. Alternatives can include: backpack with bags of rice in the backpack to weigh it down or draping a few jackets over a person's lap to provide pressure.

Proprioceptive Activities

Heavy work activities **are generally organizing and can improve attention, arousal level, body awareness and muscle tone as well as decreasing defensiveness.**

Following is an extensive list of "heavy work"/proprioceptive activities that may help regulate one's arousal level, concentration, ability to sit still and attend to a task.

Carrying objects such as....

- Their backpacks with their personal belongings in it as well as some additional weight (can be added by filling baggies with rice or sand and placing that in the backpack). A weighted backpack should never exceed 10% of the person's weight.
- Create jobs for the individual that involve whole body movement such as stacking or moving chairs/books, holding doors open for others, etc.

Pushing or pulling objects and activities such as...

- A shopping cart in a grocery store
- Supplies for activities such as sporting equipment, beach towels, etc.
- Pulling a wagon, pushing another person in a wheelchair or stroller (when provided with adult supervision)
- Mop/sweep the floor. You could ask to use a broom at a fast food restaurant to have participants clean up when finished.
- "Push of war" between partners (with ball, have to cross over line)

Jumping and bouncing on/with items such as...

- On a trampoline if you have access. Otherwise, have individuals jump up and down or down from curbs or steps a specific number of times.
- Wheelbarrow walk relays
- Potato sack races
- Animal walks (crab walk, bear walk, hop like a frog, etc)

Climbing/hanging on things such as....

- Monkey bars
- Outside on rocks or trees
- Up ladder and down slide

"Sandwich"/squishing activities

- Make a person "sandwich" between bean bags or cushions
- Roll up the individual in a mat or heavy blanket like a hot dog
- Give bear hugs
- Firmly towel dry after swimming; wrap tightly
- Roll a large ball on top of the individual while they lay on the floor. DO NOT ROLL ball directly on the stomach.
- Rub lotion into upper and lower extremities. This can naturally happen when applying sunscreen. Use firm rhythmic strokes.
- Wall push ups

Common signs of dysregulation and strategies to avoid dysregulation**Hand flapping**

- Incorporate more opportunities for proprioceptive input into the person's day
- Use fidget toys that have tactile and visual components. Vibration can be attempted but remember that vibration can be perceived as extremely invasive by some sensory systems. Monitor the person's response closely.

Biting self or others/Mouthing non-food objects

- Add proactive chewy/crunchy breaks. Chewy/crunchy foods can consist of granola bars, dried fruit, raw vegetables, gum, slim jims, fruit roll-ups, etc. Be careful not to provide food after an individual bites self or others, otherwise the individual may perceive it as positive reinforcement for biting behavior.
- Attempt the use of a chew tube with parent consent.
- Incorporate activities such as blowing bubbles, blowing pinwheels, whistles, party blowers in order to provide opportunities for oral input regularly throughout the day.

Squeezing self or others

- Incorporate more opportunities for proprioceptive input
- Have person carry and squeeze a pillow
- Provide individual with fidget items that have increased resistance to encourage more muscle movement

Rocking self

- Incorporate more movement throughout the person's day. (i.e. swings, slides, scooters, bikes, rollerblades, bounce on therapy ball)

Spinning objects

- Incorporate more opportunities for visual input but pair it with movement (i.e. chase down bubbles, play catch with a light up fidget, hit a balloon with a tennis racket, parachute games)

Excessive vocalizations

- Allow individual to listen to preferred music through headphones

Covering ears/crying in loud environments

- Noise reduction headphones
- Ear plugs
- Use of white noise if possible

Difficulty standing still

- Allow individual to stand vs. sit
- Build in more movement breaks throughout the day
- Attempt to incorporate proprioceptive activities prior to participating in more sedentary activities (i.e. have person do 20 jumping jacks before sitting down for a movie)

OBSESSIVE COMPULSIVE DISORDER

Definition: OCD is a fairly common anxiety disorder. The name of the condition comes from the two key symptoms -- obsessions (persistent thoughts, impulses or images coming from within the person but seemingly out of one's control, as well as the creation of a great deal of anxiety because these thoughts keep returning) and compulsions (repeated actions or rituals a person performs in an effort to relieve the anxiety caused by obsessions).

Common Obsessions (thoughts)

- Fear of germs or contamination
- Imagining having harmed self or others
- Imagining a loss of control or aggressive urges
- Need to have things "just so"
- Need to tell, confess, or seek approval

Common Compulsions (actions/behaviors)

- Frequent hand washing
- Repeating
- Frequent checking
- Touching
- Ordering/arranging
- Counting
- Hoarding/saving
- Seeking reassurance

Implications for recreation:

For the person who has OCD, the compulsive behavior is often a result of the person trying to cope with the obsessive thought. In their minds, stopping a compulsive behavior would be the equivalent of repressing a sneeze. It is best to allow the compulsive behavior as long as it does not pose a safety threat to the individual or others around. Many times tension, anxiety and stress further aggravate the symptoms of OCD. It is important to remain calm and controlled even during a confrontational situation.

BIPOLAR DISORDER

Definition:

Bipolar disorder (also known as manic/depression) is a type of mental illness that affects mood. The person's mood usually swings between overly high or manic moods to sad and hopeless, and then back again, with periods of normal moods in between. Some individuals (especially children) tend to cycle back and forth between the two very fast. Many times the mood changes may not be related to environmental triggers.

Characteristics:

- Extreme, drastic mood changes
- Inflexible and oppositional
- Irritable
- Hyperactivity
- Sensitivity to stimuli
- Difficulty with peers
- May experience periods of explosive rage
- Risky, unsafe behavior

Suggestions for Working with individuals who have Bipolar Disorder

- Seek help from parents, WDSRA and camp/program directors
- Maintain extremely high structure, routine and predictability
- Prepare the person well in advance for transition
- Provide choices: this helps the person feel empowered
- Have clear behavioral expectations; utilize rewards and consequences
- Communicate regularly with all involved

DOWN SYNDROME

Definition:

Down syndrome is the most common and readily identifiable chromosomal condition associated with intellectual disabilities. It is caused by a chromosomal abnormality: for some unexplained reason, an accident in cell development results in 47 instead of the usual 46 chromosomes. This extra chromosome changes the orderly development of the body and brain. In most cases, the diagnosis of Down syndrome is made according to results from a chromosome test administered shortly after birth.

The incidence of Down syndrome is about 1 in every 691 births. Although parents of any age may have a child who has Down syndrome, the incidence is higher for women over 35. Most common forms of the syndrome do not usually occur more than once in a family.

Characteristics:

There are over 500 clinical signs of Down syndrome, but it is rare to find all or even most of them in one person. Some common characteristics include:

- Poor muscle tone
- Slanting eyes with folds of skin at the inner corners (called epicanthal folds)
- Hyper-flexibility (excessive ability to extend the joints)
- Short, broad hands with a single crease across the palm on one or both hands
- Broad feet with short toes
- Flat bridge of the nose
- Short, low-set ears
- Short neck
- Small head
- Small oral cavity
- Short, high-pitched cries in infancy

Individuals who have Down syndrome are usually smaller than their non-disabled peers and their physical as well as intellectual development is slower.

In addition to having a distinct physical appearance, individuals who have Down syndrome frequently have specific health-related problems: a lowered resistance to infection makes the children more prone to respiratory problems. Visual problems such as crossed eyes and far or nearsightedness are higher in individuals who have Down syndrome, as are mild to moderate hearing loss, speech difficulty and motor delays.

Implications for Recreation:

Some people who have Down syndrome may also have a condition known as *Atlantoaxial Instability*, a misalignment of the top two vertebrae of the neck. **This condition makes these individuals more prone to injury if they participate in activities which over extend or flex the neck.** Parents are urged to have their child examined by a physician to determine whether or not their child should be restricted from sports and activities which place stress on the neck. Although this misalignment is a potentially serious condition, proper diagnosis can help prevent serious injury. **Prior to allowing individuals the ability to participate in any activity which will put pressure on the base of the neck (forward rolls, diving, etc.) staff should ensure that participants who have Down syndrome have been cleared of AAI.**

Because of the range of ability in children who have Down syndrome, it is important for recreation leaders, families and all members of the community to place few limitations on potential capabilities. It may be effective to emphasize concrete concepts rather than abstract ideas. Teaching tasks in a step-by-step manner with frequent reinforcement and consistent feedback has proven successful. Research has shown that stimulation during early developmental stages improves the child's chances of developing to his or her fullest potential.

COGNITIVE CHALLENGES/MENTALLY CHALLENGED/DEVELOPMENTALLY DELAYED

Definition:

According to the definition by the American Association on Intellectual and Developmental Disabilities (AAIDD), an individual is considered to have an intellectual disability based on the following three criteria: 1) Intellectual functioning level (IQ) is below 70-75; 2) Significant limitations exist in two or more adaptive skill areas; 3) The condition is present from childhood (defined as age 18 or less).

The effects of cognitive challenges vary considerably among people, just as the range of abilities varies considerably among people who do not have cognitive challenges. About 85% will be mildly affected and will be only a little slower than average in learning new information and skills. As children, their cognitive delays are not readily apparent: these delays may not be identified until they enter school. As adults, many will be able to lead independent lives in the community and will no longer be viewed as having cognitive challenges.

The remaining 15% of individuals who have cognitive challenges (those who have IQ's under 50) will have serious limitations in functioning. With early intervention, a functional education and appropriate support as an adult, all can lead satisfying lives in the community.

AAIDD's definition no longer labels individuals according to the categories of mild, moderate, severe and profound cognitive delays based on IQ levels. Instead it looks at the intensity and pattern of changing supports needed by an individual over a lifetime.

Characteristics:

Cognitive challenges can be caused by any condition which impairs development of the brain before birth, during birth or in the childhood years. Several hundred causes have been discovered, but in about 1/3 of the people affected, the cause remains unknown. The three major causes of cognitive challenges are Down Syndrome, Fetal Alcohol Syndrome and Fragile X Syndrome.

Implications for Recreation:

Certain individuals who have cognitive delays function independently in the community and require no special considerations. Others may have a lower ability/skill level and the degree of supervision needed will depend upon the type of activity in which they choose to take part.

Some challenges that may be encountered when an individual who has cognitive delays chooses to participate in a park district program include a slower performance speed, an inability to cope with more than one instruction at a time, fluctuating rates of progress and a resistance to changes in routine. Some individuals who have developmental delays enjoy activities that are repetitive. Try to incorporate some activities into a program that allow for repetition of skills (making a continuous obstacle course, kicking a ball against a wall for ten trials, etc) to increase a feeling of success within these individuals.

Difficulties can be minimized by providing appropriate support and careful attention to skill teaching strategies. Extra time may be needed for the individual who has a cognitive delay to adjust to a new situation or to learn a new task. Your portrayal of individuals who have cognitive delays can greatly affect the public's perception of their potential. What you write and what you say can enhance the dignity of individuals who have cognitive delays and can promote positive attitudes about their abilities.



PHYSICAL CHALLENGES

Definition:

A physical challenge impacts an individual's ability to move. Some may use a wheelchair or other mechanical aids such as crutches, canes or braces. Physical challenges are caused by many factors including birth defect, illness or accident. Individuals who have physical impairments often do not have cognitive disabilities.

Cerebral Palsy (CP) - Condition caused by damage to the brain, usually occurring before, during or shortly after birth.

Muscular Dystrophy (MD) - Degeneration or weakening of the muscles. The most severe type is Duchenne, which affects young boys: few will survive to reach adulthood. Eventually the individual will need to use a wheelchair.

Multiple Sclerosis (MS) - Neurological disease which affects over one-half million people in the United States. MS is more common in women than in men and has its onset between the ages of 20-40. MS is typically a slow, progressive disease.

Spina Bifida - A portion of the spinal column is left open and membranes and fluid of the spinal cord may stick out in a sac or tumor in the middle of the back. The effects of Spina Bifida may range from minor back pain to paraplegia, depending upon where the protrusion occurs.

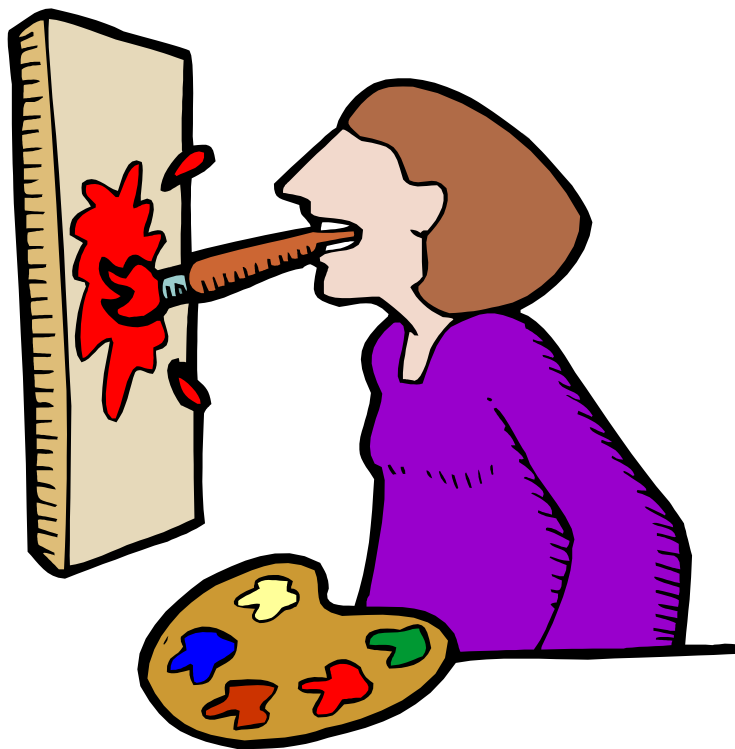
Spinal Cord Injury - May cause loss of sensation and partial or total paralysis depending upon how severe the injury to the spinal cord is. A person who has a spinal cord injury may walk independently, use crutches, leg braces or a wheelchair.

Stroke - (Also known as a Cerebrovascular Accident or CVA) - An interruption of the blood flow in the brain. Some individuals almost completely recover from strokes and others may experience partial or complete paralysis.

Traumatic Brain Injury (TBI) - Acquired injury to the brain caused by an external physical force which results in total or partial functional disability, psychosocial impairment or both.

Pointers and helpful hints

- Allow the individual to be as independent as possible.
- Treat the individual as an equal and provide each person with the chance to prove himself/herself.
- Know how to assist a person who uses a wheelchair, cane or other aid.
- Do not look at what a person cannot do (such as walking) but rather the real requirement of the activity (like getting to first base any way you can).
- Allow the individual to attempt a skill several times before you consider modifying it. This will give the individual a chance to get the feel for the activity and you the opportunity to identify any particular problem areas.
- Most importantly, make the individual feel like part of the group.



LEARNING DISABILITY

Definition: A learning disability is a disorder that affects a person's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways: as specific difficulties with spoken and written language, coordination, self-control or attention. Such difficulties extend to schoolwork and can impede learning to read, write or do math.

Characteristics: A person who has a learning disability may or may not exhibit any obvious signs or symptoms. General signs can include:

- Poor social skills
- Difficulty reading/writing
- Inability to comprehend/follow directions
- Slower processing information
- ADD/ADHD
- Mild cognitive delays

Implications for recreation: Many of the difficulties that a person struggles with in an academic setting are minimized or eliminated in a recreational setting. A few pointers to keep in mind:

- Give short, clear 1 or 2 step directions
- Allow additional wait time and response time
- Repeat directions often
- Give directions as many ways as possible, as you will most likely have all types of learners in your program (written, visual, auditory....)
- Allow the person to "watch and learn" when appropriate
- Introduce new games/activities thoroughly: a person who has a learning disability may have a difficult time picking up new things

SEIZURE DISORDER

Definition: Epilepsy is a group of symptoms caused from abnormal electrical activity in the brain, which results in seizures of varying magnitude.

Types of Seizures

1) *Grand Mal (Generalized Seizures)* - Seizures that always produce a loss of consciousness. This type of seizure often starts with an aura (warning signal), such as ringing in the ears, tingling sensation or a smell. The actual seizure starts with the tonic phase (continuous stiff or rigid), followed by the clonic phase (spasmodic jerking and loss of consciousness). During the convulsive phase, the person may lose bowel or bladder control. Afterward, the person may be very tired or want to sleep.

2) *Petit Mal (Partial Seizures)* - Seizures where the person appears to stare into space and have a lapse of attention. The eyelids may flutter rapidly.

3) *Focal* - Seizures are similar to grand mal seizures where there is a loss of body tone and the person may collapse; however, the person usually does not lose consciousness.

Conditions that Could Trigger Seizures

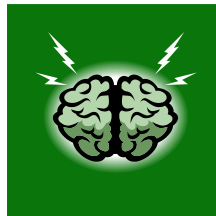
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|---|--|
| -Hyperventilation | -High alkalinity of the blood |
| -Heightened emotional state of stress | -Lack of sleep or fatigue |
| -Excessive noise or bright flashing light | -Constipation |
| -Intense concentration | -Alcohol consumption |
| -Growth spurts | -Low blood sugar |
| -Hyperthermia (too much body heat) | -Hyperhydration (excess water ingestion) |

What to do if a seizure occurs

- Remain calm, a seizure cannot be stopped
- Note the time the seizure begins and ends
- Help the person to the floor to avoid self injury
- Turn the person's head to the side, so that secretions can drain from the mouth
- Move all obstacles away
- DO NOT force anything into the person's mouth or restrain the person
- Gently loosen any restraining clothing
- Tilt the head back to open an airway if the person is having trouble breathing
- Observe the person during the seizure and report the incident in detail
- Follow agency protocol for calling EMS. Medical attention should be sought in all cases when a seizure lasts for more than 5 minutes, one seizure immediately follows the other, or if it is the first known seizure.
- After the seizure, allow the person to rest

Most Common Signs of Possible Seizure Activity

- Brief staring spells (5-10 seconds) in which the person does not respond to direct attempts to gain his/her attention
- Periods of confusion
- Head dropping
- Sudden loss of muscle tone
- Episodes of rapid blinking, or the eyes rolling upwards
- Inappropriate movements of the mouth or face, accompanied by a blank expression
- Aimless, dazed behavior, including walking or repetitive movement that seem inappropriate to the environment
- Involuntary jerking of an arm or leg



Contraindicated Activities for Those with Seizure Disorders

- Archery
- High Bar
- Horseback Riding
- Diving
- Bicycling
- Lacrosse
- Activities that require repeated blows to the head (heading a soccer ball)
- Parallel Bars
- Rope Climbing
- Tackle Football
- Underwater Swimming
- Balance Beam
- Wrestling



Implications for Recreation:

- Avoid situations/activities that may be risky, such as stress, that may trigger a seizure
- Be aware of common side effects of anti-convulsant medications
- Consult with a physician before doing contact and collision sports
- Encourage vigorous activity and social interaction
- Know individual precautions
- Treat a child who has seizures in ways similar to the way others are treated in class
- Prepare a plan of action for other participants during the care of the individual who is having a seizure (i.e. remove them from the room)
- Provide special supervision for swimming activities
- Contact sports should be avoided, as should sports in which falling may be a hazard (diving, gymnastics, trampoline)
- Secure a place for rest following a seizure
- Provide additional staff during high risk activities

EMOTIONAL DISORDERS

Definition:

This disorder may be caused by a chemical imbalance or may be caused by the individual's surroundings or past experiences. An emotional disorder may manifest itself in several ways. A person may exhibit acting out behaviors that are inappropriate and can be difficult to manage. A person may also suffer from an emotional disorder but display depressed and withdrawn tendencies. People who have emotional problems show symptoms that range in severity.

Following are some general characteristics of individuals who have emotional disorders:

Characteristics (Depressed):

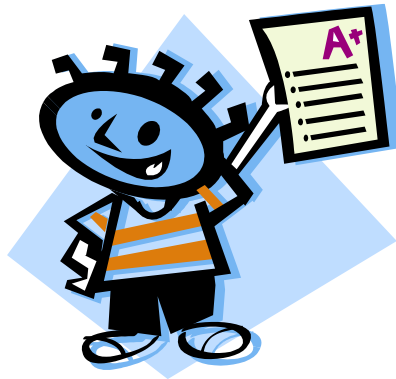
- May exhibit phobias
- Isolated/withdrawn
- Nervousness
- Anxious
- Difficulty making and maintaining interpersonal relationships
- Low self-esteem
- Suicidal thoughts/ideation
- Insomnia
- Fatigue during the day

Characteristics (Acting Out):

- Defiant
- Difficulty with authority
- Inability to accept consequences
- Inappropriate behavior
- Aggressive
- Easily frustrated
- Difficulty making and maintaining interpersonal relationships
- Low self-esteem

Implications for Recreation:

People who have emotional disorders often have a very short attention span, especially with activities which require sitting in one place for a long amount of time. Many individuals also tend to be easily distracted. Foul language, fighting and other means of getting into trouble are sometimes used to attract attention to themselves, even though the attention is negative. Structure and consistency are needed to enable these individuals to control their behaviors accordingly.



****See section on behavior management for more information**

OPPOSITIONAL DEFIANT DISORDER/ODD

Definition:

Oppositional Defiant Disorder (ODD) is a psychiatric disorder that is characterized by two different sets of problems: aggressiveness and a tendency to purposefully bother and irritate others. It is often the reason that people seek treatment. ODD rarely travels alone. It is exceptionally rare for a physician to see a child who has only ODD. Usually the child has some other neuropsychiatric disorder along with ODD. When ODD is present with Attention Deficit Hyperactivity Disorder (ADHD), depression, Tourette syndrome, anxiety disorders or other neuropsychiatric disorders, it makes life for the child far more difficult.

Characteristics:

ODD is characterized by a pattern of negativistic, hostile and defiant behavior lasting at least six months during which four or more of the following are present:

- Often loses temper
- Argues with adults
- Actively defies or refuses to comply with adults' requests or rules
- Often deliberately annoys others
- Often blames others for his/her mistakes or misbehavior
- Is often touchy or easily annoyed by others
- Is often angry and resentful
- Is often spiteful and vindictive

The disturbance in behavior causes a clinically significant impairment in social, academic or occupational functioning.

Implications for Recreation:

Children who have ODD respond best in a structured and predictable environment. Staff should develop a daily schedule or list of procedures to be followed. State rules of behavioral expectations in advance, **BEFORE** you get into the situation and be certain to avoid power struggles. Adaptations which may be helpful include:

- Establishing a routine or schedule
- Posting rules, procedures, or guidelines once agreed upon
- Using timers to depersonalize time limits
- Providing regularly scheduled and frequent breaks
- Conducting regular family meetings/parental communication and feedback

****See section on behavior management for more information**



Disability Specific Internet Resources



www.aapd.com American Association of People with Disabilities

www.ada.gov U.S. Department of Justice Americans with Disabilities Act

www.autismillinois.org Autism Society of Illinois

www.autism-society.org Autism Society of America

www.ed.gov U.S. Department of Education

<http://sped.org/> Council for Exceptional Children, the voice and vision of special education

www.easterseals.com Easter Seals Children's Development Centers

www.nichcy.org National Information Center for Children with Disabilities

www.nimh.nih.gov National Institute of Mental Health

www.nod.org National Organization on Disabilities

www.tash.org The Association for Person's with Severe Handicaps

www.tinsnips.org A special education activity resource

Sensory Integration Specific Text Book

Bundy, A.C., Lane, S.J., & Murrar, E.A. (2002). *Sensory Integration: Theory and Practice* (2nd ed.). Philadelphia, PA: FA Davis.

BEHAVIOR MANAGEMENT

INTRODUCTION

Did you know that Behavior is.....

- A form of communication
- A goal-directed response to an environmental stimuli
- An outward expression of a person's inner feelings/beliefs
- A way to interact with the world
- Evidence of poor problem-solving/coping skills

What is the person's message?

- I have unmet needs — attention, sleep, food, nurturance, fun, control, security
- I don't know how, I lack the skill — conflict resolution, asking, listening, anger management, sharing, attending, negotiating, fine/gross motor
- Something doesn't work for me — personality type, time of day, need for personal space, learning style, length of task, sensory input, cognitive ability

***Remember: The child's behavior is bad; the child is not bad.**

Focus on the child's ability

PREVENTATIVE

There are behavior systems you can put in place prior to behaviors happening. Here are some examples of group behavior systems. Each can be adapted for the size of the group and what the group is doing. It can also be adapted for individuals if needed. Feel free to look them up on the Internet for more information or contact the Inclusion Supervisor for more information (or keep reading to learn more).

Reward Systems

- Attention grabber: counselor says 1, 2, 3 and the children say 'Look at me'
- Marbles in Jar: Once the Jar is full the group gets a party or reward
- Student of the week
- Stop Light

Communicate

- Set clear expectations - tell them how you want them to act
- Set limits of what can and cannot be done
- Be firm
- Have a schedule
- Use positive language ('sit down' instead of 'don't get up')
- Your face, body and voice all need to communicate the same thing

Be Flexible

- What works with one time will not always work another time
- Be patient with yourself and the person
- Anticipate regression- problem behaviors often increase periodically
- Expect success- if you believe in the person they will believe in themselves

Reinforce

- Often
- Follow through
- Be consistent
- Reward and praise positive behavior
- Plan appropriate consequences ahead of time (planned ignoring)
- Be realistic

Realistic Reinforcements

This depends on the participant and what the situation is

- It must be immediate
- It must relate to the situation or what the child prefers
- You must follow through each time (be consistent)
- The participant may lose a choice or privilege
- The participant may lose independency or has to be independent in task
- The participant can take a break and talk about it with an adult
- The participant may have to keep playing but with adult by side
- The participant may need to be removed from situation
- The participant may need to write an apology note

TECHNIQUES

Restructuring

- Changing in order to de-escalate
- Change location, activity, plan
- Don't be afraid to abandon an activity
- Have plan A, B, C, D
- Change position of person

Interest Boosting

- Showing interest in something to direct attention elsewhere
- Show interest in the person getting restless to motivate them
- Have conversation about related topic or what they are interested in
- Catch the participant being good! ☺

Hurdle Help

- Give care and concern beyond normal amount when the participant is experiencing difficulty
- Encourage to continue
- Praise through out
- Useful for those who have little self-control and easily frustrated

Support from routine

- Provide reminders
- Helpful for a person with anxiety
- Know what is coming next

Proximity control

- Being physically close to person
- Put an arm around them or talk to them
- Gives sense of security
- Help control impulse

Signal interference

- Give a sign (verbal/non-verbal) to let person know what to do or not to do
- Eye contact
- Waving finger

Reduce tension through humor

- Allow joking about event or behavior (not the person) to ease tension
- Be careful not to be sarcastic
- Staff should not send mixed messages about severity of behavior

Direct appeal

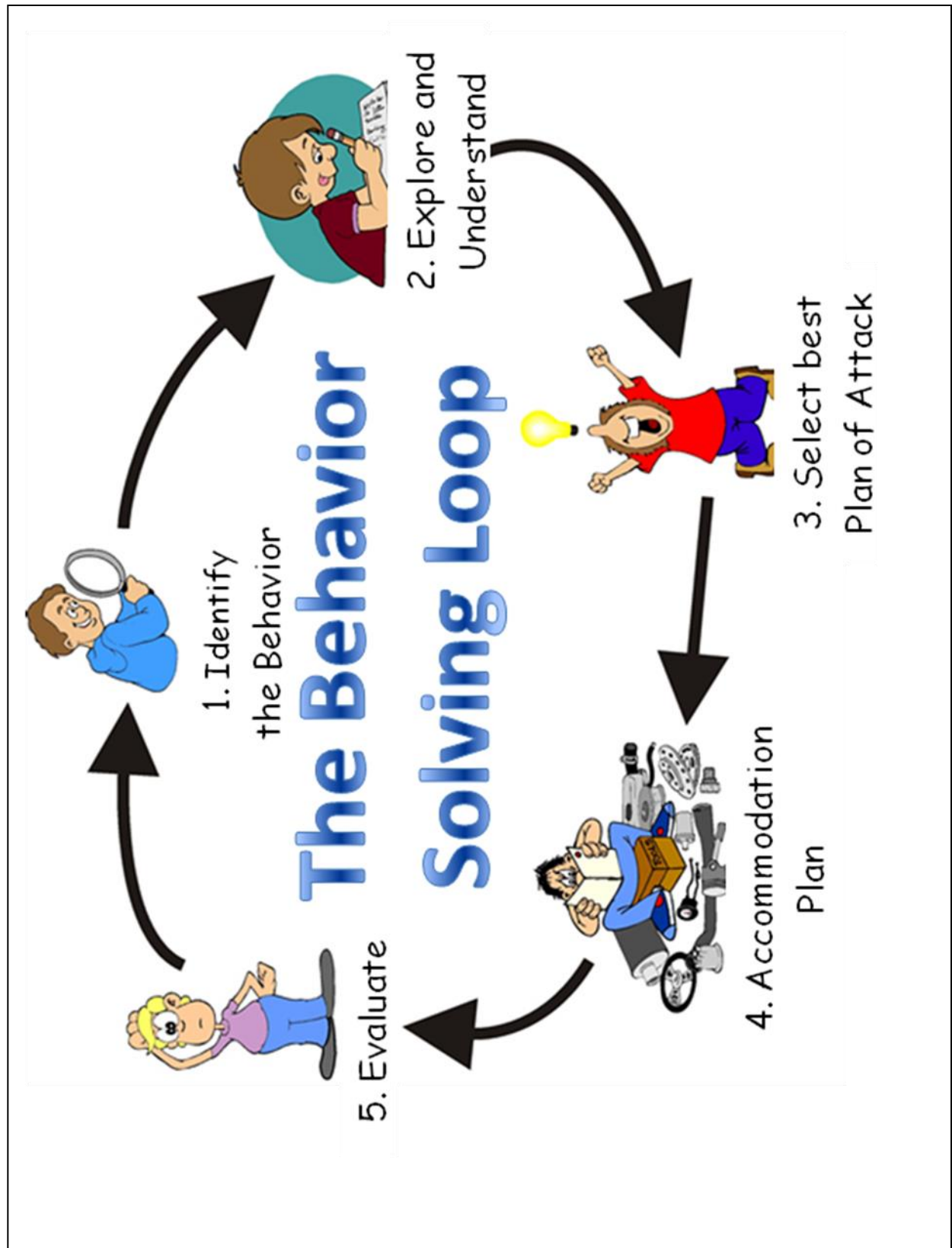
- Telling an experienced person what is going on
- Asking for their best behavior (or help)
- Works best with person who is comfortable with authority
- Validate their feelings (actions), explain why it is not appropriate, tell them what is appropriate

Proactive removal

- When a person's behavior reached a point where no other technique will work
- Taking the person out of situation before it escalates
- Moving to more positive means
- Few minutes
- Assign as task: drink water, deliver a message
- Should not be done as a punishment

Planned ignoring

- Determine if the behavior will disappear
- Allowing the behavior to exhaust itself
- Compliment others on good behavior to encourage everyone to have the same behavior



IDENTIFY THE BEHAVIOR

Identification:

- Acknowledge the behavior **before** it blows up
- Identify the intolerable behaviors and state clearly expected behaviors
- Assign one person to deal with the behaviors; remove all on-lookers
- Let the person know that their behavior, not *them*, is inappropriate
- All staff should follow the **same** procedures to manage behaviors; be **consistent**

AGGRESSIVE

	GENERAL CHARACTERISTICS	NEEDS
BEHAVIOR	<ul style="list-style-type: none"> • Easily irritated & angered • Reacts with verbal & physical attack • May hurt others without provocation • May seem unable to control • Destructive 	<ul style="list-style-type: none"> • Quiet room workplace • Give alternative for behavior • Point out cues that indicate losing of self-control • Redirect energy to construct things • Provide external controls while developing internal controls • Teach replacement behavior
COGNITIVE	<ul style="list-style-type: none"> • Usually enjoys age-appropriate skills • Easily distracted • Needs to change activities frequently • Reluctant learners • Fearful of new activities 	<ul style="list-style-type: none"> • Short instructional periods • Structured environment • Non-cluttered learning space • Allow to watch peers do task first • Alter types of tasks
SPEECH/ LANGUAGE	<ul style="list-style-type: none"> • Normal • Uses physical action to communicate • Message often negative 	<ul style="list-style-type: none"> • Give models of positively stated communications
SELF- CONCEPT	<ul style="list-style-type: none"> • Thinks poorly of self • Destroy own work as "bad" 	<ul style="list-style-type: none"> • Praise • Reassurance
SOCIAL	<ul style="list-style-type: none"> • Trouble relating to others • Difficulty trusting others • Angry, hostile, defiant • Demanding • Self-defeating in social situations 	<ul style="list-style-type: none"> • Encourage peers to play with individual • Stay protectively close to ensure success

ANXIOUS

	GENERAL CHARACTERISTICS	NEEDS
BEHAVIOR	<ul style="list-style-type: none"> • Persistent phobias • Suffer from headaches, stomach aches • Easily upset • Nervous habits • Doesn't like change • Perfectionist • Confuses real/make believe 	<ul style="list-style-type: none"> • Set routine • Clearly state expectations • Highly structured environment • Reassure about fears • Encourage • Praise • Teach replacement behavior
COGNITIVE	<ul style="list-style-type: none"> • Delayed mastery due to reluctance to try • Becomes confused when anxious • Likes repetitive tasks 	<ul style="list-style-type: none"> • Encourage • Reduce distractions and stimulation • Gradually increase difficulty of tasks
SPEECH/ LANGUAGE	<ul style="list-style-type: none"> • Expert talkers • Uses a lot of non-verbal signals 	<ul style="list-style-type: none"> • Someone to listen
SELF- CONCEPT	<ul style="list-style-type: none"> • Fearful • Unsure of self and abilities • Overly sensitive to criticism 	<ul style="list-style-type: none"> • Encouragement • Praise • Build self-confidence
SOCIAL	<ul style="list-style-type: none"> • Prefer younger children or adults • Can sometimes get along well • Gets upset over loud noise • Occasionally aggressive • May have abrupt mood swings 	<ul style="list-style-type: none"> • Play with them and then bring other kids in slowly • Patience

HYPERACTIVE

	GENERAL CHARACTERISTICS	NEEDS
BEHAVIOR	<ul style="list-style-type: none"> • Constantly on move • Easily over-excited • Inconsistent behavior • Mood swings • Lack of motor control 	<ul style="list-style-type: none"> • Redirect activity • Structure environment • Alter passive & active activities • Teach replacement behavior
COGNITIVE	<ul style="list-style-type: none"> • Unable to screen out distractions • Inability to sit for instructions • Loses interest when task becomes difficult • Unable to concentrate 	<ul style="list-style-type: none"> • Uncluttered workspace • Low noise level • Gradually increase difficulties
SPEECH/ LANGUAGE	<ul style="list-style-type: none"> • Understands • Uses language well • Difficulty focusing on what you are saying • Often confuses the meaning of what he/she is saying • Uses a lot of body language • Talks fast 	<ul style="list-style-type: none"> • Help him/her keep on subject
SELF- CONCEPT	<ul style="list-style-type: none"> • Thinks poorly of self • Usually aware of uncontrolled behavior 	<ul style="list-style-type: none"> • Praise
SOCIAL	<ul style="list-style-type: none"> • Generally friendly • Likes to be helpful • Difficulty playing cooperative games • Unable to wait to take turns 	<ul style="list-style-type: none"> • Gradually develop attributes such as: wait patiently, be second in line, then third, etc. • Gradually increase time involved in cooperative play

WITHDRAWN

	GENERAL CHARACTERISTICS	NEEDS
BEHAVIOR	<ul style="list-style-type: none"> • Uncomfortable with others • Gives up easily • Doesn't participate • Seems sad • Sucks thumb or rocks 	<ul style="list-style-type: none"> • Encouragement • Support • Build self-confidence • Teach replacement behavior
COGNITIVE	<ul style="list-style-type: none"> • Passive learner • Doesn't practice new skills • Afraid to try new things 	<ul style="list-style-type: none"> • Don't force participation • Arrange learning situation for him/her to observe • Provide individual practice sessions • Give plenty of models
SPEECH/ LANGUAGE	<ul style="list-style-type: none"> • Understand what said to them • Rarely speak • Very soft voice 	<ul style="list-style-type: none"> • Make continuous efforts to communicate • Be a model for other children
SELF- CONCEPT	<ul style="list-style-type: none"> • Lack self-confidence • Poor opinion of self • Cling to parent • Annoyed by others getting too close 	<ul style="list-style-type: none"> • Approval, praise • Respect personal boundaries • Approach gradually • Don't force physical contact • Establish routine
SOCIAL	<ul style="list-style-type: none"> • Ignores others • Aware of surroundings • Avoid facing problems • Passive • Imitates other's play 	<ul style="list-style-type: none"> • Be persistently positive • Allow to observe others play

AUTISM

	GENERAL CHARACTERISTICS	NEEDS
BEHAVIOR	<ul style="list-style-type: none"> • Aggression toward others or property destruction • Ritualistic • Repetitive 	<ul style="list-style-type: none"> • Routines • Visuals reminders • Remain calm • Explain that behavior is undesired but then move on • Teach replacement behaviors
COGNITIVE	<ul style="list-style-type: none"> • Literal • Attention to detail • Little to no regard for emotions • May not understand abstract statements • Focus on one thing 	<ul style="list-style-type: none"> • Concrete ideas/rules • Extra time • Low noise • Breaks • Use yourself as a visual tool • Prompts
SPEECH/ LANGUAGE	<ul style="list-style-type: none"> • Repeats • Delay • May speak in abnormal voice or tone • Difficulty communicating needs 	<ul style="list-style-type: none"> • Pictures • Model • Talk less • Wait
SELF- CONCEPT	<ul style="list-style-type: none"> • Fearful • Perfectionist 	<ul style="list-style-type: none"> • Encouragement • Praise • Reassurance
SOCIAL	<ul style="list-style-type: none"> • Difficulty understanding social norms/cues • Lack of interest in others • Not understand others emotions/feelings • May not make eye contact 	<ul style="list-style-type: none"> • Visual cues • Reduce audience • Time to self but also time with others • Try avoiding eye contact

POWER STRUGGLE

	GENERAL CHARACTERISTICS	NEEDS
BEHAVIOR	<ul style="list-style-type: none"> • Show off • Continuous forbidden acts • Lazy • Moody 	<ul style="list-style-type: none"> • Choice • Consistent reinforces • Ignore what can • Not to show annoyance • Teach replacement behaviors
COGNITIVE	<ul style="list-style-type: none"> • I only matter when I am being noticed • Worry • Stubborn • Feel Challenged 	<ul style="list-style-type: none"> • Clear Expectations • No Retaliation • Encouragement
SPEECH/ LANGUAGE	<ul style="list-style-type: none"> • Argues • Dishonest • Speech problem 	<ul style="list-style-type: none"> • Little talk • Someone to be firm • Feel secure and loved • Silence • Removed others from conflict
SELF- CONCEPT	<ul style="list-style-type: none"> • Can't do anything right • Not good • No use trying • Can't be liked 	<ul style="list-style-type: none"> • Reward positive behavior • Eliminate criticism • No laughing • Feel important • Your Body language to be same as speech
SOCIAL	<ul style="list-style-type: none"> • Bothers others • Dominating • Shy • Wants to be alone 	<ul style="list-style-type: none"> • Recognize and help them fit in • Convince child is liked

EXPLORE AND UNDERSTAND

Understanding Behavior

To fully understand behavior we must consider what people expect to accomplish with such behavior. We need to understand the mistaken goals of behavior.

Mistaken Goal	Child Feels	You Feel	What to do
Attention	I only count when I'm noticed	Annoyed Tempted to help	No eye contact; nonverbally show love
Power	I only count when I'm dominating	Provoked; challenged to win	Give choices; don't fight/give in
Revenge	I'll matter if I hurt back	Hurt, mad and need to get even	Don't hurt back; renew relationship; use consequences
Avoidance	I can't do anything right so I will do nothing	Despair, annoyance and pity	Don't coax; show pity; small successes; show value

Pay attention to these five variables to help understand where the behavior is coming from.

Environmental:

- Are there things physically or socially in the environment that could be altered?
- When is the problem behavior most or least likely to occur?
- Where is the problem behavior most or least likely to occur?
- With whom is the problem behavior most or least likely to occur?
- Are certain activities often or rarely associated with the problem behavior?
- Does the problem behavior happen more or less with difficult tasks?
- Are tasks boring or repetitive to the individual?
- Does the problem behavior happen when others are there, or is there no one around?
- Does the problem behavior happen in noisy or quiet environments?
- Does the problem behavior happen in small or open environments?
- Does the problem behavior happen when there are unexpected changes in routines?

Communication:

- Were the directions clearly stated and/or understood?
- Is the person doing this to gain attention?
- Is the person doing this to escape from doing an activity?
- Is the person doing this to protest something?
- Do others acknowledge and respect these communications?
- Does the child have appropriate alternative behaviors that serve the same function as the inappropriate behavior?

Choice/Control:

- Are the behaviors noticed when the person is asked to end a preferred activity?
- Are too many reinforcers held contingent on appropriate behavior?
- Can the individual exercise some control of daily events?
- Is the person's schedule too predictable or too flexible?
- Does the person have opportunities to have free access to basic wants?
- Does the person value the activities in which he participates?
- Does the person have friends or a buddy/peer mentor?

Physiological:

- Could the behaviors be related to medications?
- Are there any medical conditions that could contribute to the behavior?
- Does the person have allergies?
- Do you notice an increase in adverse behaviors depending on the time of day?
- Are there dietary restrictions that could be a factor?
- Do you notice behaviors increasing with fatigue?

Events:

- Changes in routine without transitions
- Feeling left out
- Seeking attention
- Lack of understanding of instructions
- Frustration
- New staff, participant tries to "test" them
- Environmental factors
- Lack of confidence/fear of failure
- Lack of interest
- Peer pressure

SELECT BEST PLAN OF ATTACK

Handling Behavior Positively

- Tell the person what they are doing.
- Tell the person what you want him/her to do.
- State the rewards for complying.
- State the consequences for not complying.
- Remind the individual that they have a choice. For example: "John, sit down. If you sit down now, I'll play cards with you. If you don't sit down, it will be quiet time. It's your choice."
- Use simple language and as few words as possible. Repeat commands calmly.
- Remove unnecessary demands. If commands seem unfair from the participant's point of view, he/she will accelerate the situation.
- Avoid verbally, physically, or psychologically putting the participant in a "corner" where he/she feels that he must accelerate the behavior to "save face".
- Pick and choose your battles. Some behaviors are best handled through planned ignoring.
- Be smart. Ask yourself, "Is there an unspoken reason this participant won't go along with the activity?" Perhaps the participant has a valid reason that he/she is not able to communicate.
- Use others to encourage or compliment the individual

Phrase your requests carefully. Make sure your message is clear, positive and enforceable.

Instead of....	Try...
Please sit down. I'm going to start.	I'll begin as soon as you're seated.
We're not going outside until everyone is quiet.	I'm going to choose the quietest person to line up first.
Don't talk to me in that tone of voice!	I'll be happy to talk to you when your voice is calm like mine.
You're not going to stay in this group and act like that!	You may stay with us if you can behave in ____manner
Stop arguing with me!	I'll be happy to continue discussing this as soon as the arguing stops.
Stop breaking the rules of the game!	Those that can follow the rules of the game are welcome to play.
Don't come back into this room until you show some respect!	Feel free to join us as soon as you are calm.

Answer these questions:

- What have I already tried?
- What works with this child?
- What can I do to prevent this problem behavior?
- Is the behavior common for this age?
- Do I need to re-evaluate my expectations?

TECHNIQUES**Starting an activity**

- Give a signal to begin working
- Present work in small amounts
- Explain the purpose of the activity
- Use a digital timer and have the child estimate how long the activity will take

Staying on task

- Remove all distractions from the work area
- Place the child next to a peer who can help immediately
- Increase the frequency of reinforcement
- Encourage eye contact
- Build success into the task
- Offer variety in tasks
- Broken Record - say it over and over without emotion

Staying seated or fidgeting

- Make sure the person understands your expectations
- Take a photo of the child sitting appropriately and cue the child, when necessary, by pointing to the photo
- Move the person's seat away from distractions and nearer the center of the room across from you
- Check that the activity is appropriate in length and difficulty level for the person
- Allow for opportunities to get up and walk around
- Use a polyspot to signify where the person is supposed to be seated
- Break up tasks

Following directions

- Give short, concrete directions
- Provide examples (visual, auditory, and tactile)
- Repeat directions
- Have the person repeat and explain the instructions before beginning
- Team a peer who understands your directions with the person
- Allow person to hold something while following directions

Transitions

- Give multiple warnings
- Provide visible schedule
- Use transition language such as 'Now we are coloring, next we will cut'
- Use a countdown timer

Working independently

- Provide activities that are appropriate to the individual's development level
- Be certain the child can foresee an end to the task
- Give brief, precise directions
- Give frequent reinforcement; praise the child in front of peers for concentrating

Calling out/Speaking out of turn

- Reward the person immediately for listening
- Reinforce peers who do not call out
- Point to a cue posted on the wall to remind the child to not interrupt. (The cue could be a picture of a smile or just a colored symbol. Explain the cue to the person privately prior to the activity.)
- Provide small-group exercises in which the child has the opportunity to share

Needing personal attention

- Assign a peer or volunteer for support
- Check with the child at the beginning of the activity
- Try to catch the participant doing something right and draw attention to that
- Frequent interaction with leader so person knows what expectations are

Following rules

- Post rules where they can be reviewed daily. Illustrate the chart with photos of other people in the class following the rules.
- Make the rules simple
- Use positive language
- Be consistent in your expectations and consequences for breaking the rules
- Give each child a list of the rules, if needed. Set up a "contract" privately with the child, and help the child verbalize the rules.
- Be consistent with reinforcement

Listening

- Provide visual models for the person to follow
- Have the person repeat instructions aloud
- Have the person sit close to the leader, teacher or instructor

Behavior Plans

These must cater to the participant's individual needs. Some participants cannot wait until the end of the day to get a reward so these can be adapted and participants will be rewarded several times during the day.

- Sticker chart
- 1, 2, 3 magic
- Self-esteem chart
- Social stories
- Token systems

Feel free to look them up on the Internet to learn more about them or contact an Inclusion Supervisor for more information.

ACCOMMODATION PLAN

Who should be aware and agree?

- Participant(s)
- Guardian(s)
- All Staff that interacts with participant

Increase effectiveness:

- Invite all to a meeting
- Have an agenda and be clear and concise
- Believe in your Plan of Attack
- Eye contact/Hand gestures/Use of person's name
- Touch (Placing your hand on their shoulder)
- Avoid power struggles and arguments
- Sign an agreement or written description on plan (have all parties sign it)

What else can I do?

- Work at being empathetic; show those around you warmth and affection
- Speak in a calm and relaxed manner
- Analyze their behaviors and possible motives
- Know your participants; predict how others will act
- Be aware of social dynamics at all times, anticipate and stay "1 step ahead"
- Understand the difference between structured control and powering control
- Inspire, encourage and motivate others
- Approach a person privately, rather than shouting across a room
- Remember that each day is a new day ("Wipe the slate clean")
- Help people learn to internalize their success with phrases such as "You should be proud of the way you cleaned up today!"
- Remember to discipline and reward the behavior, NOT the individual

EVALUATE

It is important to evaluate the plan to ensure the success of participant in the program. This must be specified during the talk with all evolved.

To evaluate:

- Have a chart the **clearly** shows positive and not so positive behavior that aligns with the plan of attack.
- Share success and what needs to be improved with all parties involved each time chart is completed.
- As often as possible: every day/hour/minutes according to chart
- After a designated time frame, if behaviors have no change, go through The Behavior Solving Loop again.
- If successful after designated plan, can try a less restrictive plan.
- Note: It may take weeks for the participant to start being successful with the plan so be patient.
- Do not be surprised if there are bad days (everyone has them).
- After the participant is doing well with the plan there may be a week of regression but be patient because if it worked before it will work again.
- REMEMBER: The behavior is likely to get worse before it starts to get better (extinction burst).



EXTRA RESOURCES

Web Address	Description
www.behavioradvisor.com	Thousands of tips on managing student behavior. Also includes bulletin board to post concerns and receive suggestions from other viewers.
www.bmef.org	Offers instant strategies for behavior problems ranging from incessant talking, to bullying and stealing.
www.proteacher.com (click on classroom management)	Site offers many categories including creating peaceful environments, sample behavior charts, respect and management of students with ADD
www.canteach.ca (Click on classroom management)	Great site for suggestions on how to encourage good behavior, reward ideas and more
www.teachers.net (click on classroom management)	5 part report that has suggestions to help eliminate disruptive behavior.
www.teachnet.com (search behavior management in window)	Numerous articles ranging from problem-solving, tattling, contracts and suggestions for rewards/parties.
www.disciplinehelp.com	Advice and resources on how to handle over 117 misbehaviors at home & school
www.teachervision.com (search behavior management in window)	Several printable reward charts and behavior plans, relevant articles, and other resources

WE LEARN...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE & HEAR

70% of what is DISCUSSED with others

80% of what we EXPERIENCE personally

95% of what we TEACH someone else

-William Glasser

STRUCTURE

Structuring For Success

The importance of structure in a recreational program cannot be stressed enough. Behaviors are more manageable, social opportunities are enriched and transitions occur more naturally when participants are given a well-structured and familiar environment.

Establish a Routine/Schedule:

Develop a daily schedule or list of activities. Collaborate with the participants on a short list of daily activities that will be part of the program. Allow the participants to have input on their day. Post the schedule in pictorial and/or written format for staff and participants to see. Review the schedule daily to reinforce and remind the participants of the routine. When developing a schedule, it is important to keep in mind that well structured programs do not have to be the same every day. While the structure of the day should remain consistent, the activities within the day should vary to keep the interest of the participants. Please see the attached sample schedule on page 81 for more details.

Give Choices:

Whenever possible give the participants a choice between two acceptable options. Choices give the individual some authority and they empower the individual. Also, be certain to provide specific examples of acceptable behavior as well as providing another opportunity to reinforce the individual's making a good choice.

Downtime/Free Time:

Participants need time throughout a program (especially in full-day programs) to unwind or pursue interests of their own. If the activities are not carefully monitored and structured, however, many behavior issues arise during free time. Even during this time, options should be available for various activities. (Example: You can play on the swings, play catch or draw) To avoid problems make sure free time is planned and that it does not exceed an appropriate length for the age/ability of the group.

Unstructured Programs:

Unstructured programs lead up to potential reasons for chaos to break out when the staff gives up leadership to the group and provides little direction. When the participants don't have enough to do, there is too much time, the activity lasts too long, or there is more than enough time between activities, it breeds problems.

Designing Effective and Happy Groups

- Establish positively stated rules which state what behavior you expect to see
- Include consequences which are associated with each rule
- Review rules regularly
- Establish a clear and consistent schedule. Post and view the schedule regularly
- Arrange an environment which effectively supports the activities and behaviors which are to take place in it
- Have materials prepared ahead of time
- Be firm yet RESPECTFUL
- Do not make idle threats
- Remain calm when stating rules and administering a consequence
- Learn to ignore behaviors which may be attention seeking (as long as they are not a threat for themselves or others)
- Judge behaviors-not people
- Provide occasional, spontaneous rewards
- Do not argue or engage in power struggles
- Maintain a variety of reinforcers
- Maintain a full schedule of activities as much as possible
- Intervene early when any form of conflict arises

STRUCTURE FOR SUCCESS - PLANNING A PROGRAM

I. The Best Intervention is Prevention

A. Prior to the Program

1. Plan, Plan, Plan

- a. Be sure to include alternate activities and ALWAYS have a "plan B, C and D!"
- b. Minimize wait time
- c. Have a set structure/routine (helps with expectations) as much as possible and be consistent with it. As much as possible, try to do the activities in the same order each session so everyone knows what to expect. Even adults and staff members perform better and are more comfortable when they know what to expect.

2. Find out who you will have in the program

- a. What is the age/ability level? (If you have younger, less mature participants you may need to change activities more often)
- b. Spend some time "observing" during early sessions to get a feel for what will work best for future plans.

3. Physical Environment

- a. Don't have too many distractions (i.e. pictures, art work, toys)
- b. As much as possible, designate specific areas for specific activities. (i.e. book/reading area, circle area, arts and crafts table)
- c. Provide visual prompts when centers are not an option
- d. Organize materials and make sure the stations are set-up prior to the program
- e. Plan the room design and number of stations based on the number of individuals who will be attending the program

4. Positive Attitude!

- a. Refrain from developing preconceived notions about how a person will act in a program. Work to discover each participant's strengths and build from there.
- b. It is imperative that each person be shown unconditional positive regard. EVERYONE has feelings and all can sense how others feel about them.

B. During A Program

1. **Don't have too many things going on at one time**
2. **Limit the number of "temptations" by putting things out only as needed.** (i.e. Don't put all of the art supplies out at once. Complete the project in steps and distribute materials just prior to each step.)
3. **Make sure you have the attention of the participants BEFORE you give directions.** It may be helpful to establish a program/camp word or phrase that always means "QUIET OR LISTEN". That word/phrase becomes a cue sound and participants will quickly learn to respond in an attentive manner at the sound of it.
4. **Children need more time to process than adults.** Don't expect all participants to be able to immediately follow through with what you've asked.
5. **Have activities ready to go to minimize wait time.** If participants are expected to wait patiently while a staff member runs to get a forgotten supply, it is likely there may be some behavior problems which arise. For instances in which waiting cannot be eliminated, having a quiet, portable activity that can quickly engage a person or fast-paced group games which do not require any set-up can be used. (See transition section for more details)
6. **Use of open spaces- (playgrounds, gymnasiums, etc.)**
It is more beneficial to review rules and behavior expectations BEFORE going into the new space. (i.e. We are going into the gym to sit on the red circle. Then we will learn about the game we are going to play.)
7. **Perceptions**
 - a. It is important to realize that some people who seem to not be following directions may not be doing so purposefully. Maybe they just did not interpret the directions the same way you did. (This applies to both co-workers and participants.) Rather than get angry because someone constantly does not do what you asked, it may be necessary to find a different way to present the information.
 - b. People learn/understand in different ways. When giving directions, utilize as many senses as possible.

-Explain (Auditory)-Place participants in spots for a game; go through the process step-by-step (visual/physical)

-Cooking activities (have participants see, feel, taste the ingredients)

8. **Set rules and expectations and review them with the participants so they know what is expected of them.** (Consider the adult who receives little or no training and then receives a consequence for not doing something right when they were never instructed on the correct procedure!) Post and review rules regularly.
9. **Design a program that has clear structure and guidelines.** Maximize time spent in activity and minimize downtime. Post the schedule and routine where all participants can see and understand it. The schedule may be designed so that activities can be crossed off when they are completed so the individual knows it is time to move on to the next activity. (See transition section for more information).
10. **While not all children will be successful at all types of activities, it is important to involve each person at his/her level of ability.**
11. **Provide Alternate Activities- not all activities go as planned.** Some participants might hurry through a project while others will take a great deal of time. You may have planned outdoor activities and the weather doesn't cooperate. To prevent a breakdown in your activities (which in turn results in an increase in behavior problems), it is essential to have a number of alternate activities planned.
 - a. Do not let activities "drag on". A person who has attention difficulties will likely need a change or break from an activity every 5-10 minutes.
 - b. Be realistic in your expectations. It is not likely that a young child will be able to sit successfully through a movie or wait for 10 other children to take a turn. Expecting a person to do so may, in essence, be setting them up for failure.

Camp Schedule
Week of _____

Theme Disney Delights

Little
Mermaid
↑ boy

Lion
King Day
↑

Cinderella
Day
↑

Pooh
Party
↑

Time	Theme	Specific	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:15	Attendance		Camp attendance; share groups and assign staff to each group (same each day)	Activities	And	Supplies	
9:15-9:30	Songs	→ Under the Sea (rhythm instruments) → Row Your Boat	→ In the Jungle → Helium Helios → Do You Hear What I Hear?		- Learn social dances	- Winnie the Pooh - The other day I saw a bear - Going on bear hunt	
9:30-10:15	Arts/Crafts	→ wave bottles → Sand Crotches → Ariel's Treasure Chest.	→ Lion paper bag puppets → Paper plate lion masks		→ make crowns → candy necklaces	- make eeyore ears - Pooh paws - Beehive pinatas (make)	
10:15-11:00	Active Games	→ Catch Ariel's Tail → Looney Limbo → Sharkst-fishes	- Animal Relays → Jungle obstacle course		→ Search for the hidden slipper → Cinder Sweep → Dress up Dash	- Tiger Tag - Hide the Honey from the Heffalumps	
11:00-11:45	Passive Games	→ Pass the Treasure → Fish for Starfish	→ Jungle Bingo → Animal face painting		→ Dress Cinderella → Who has the slipper?	- Put the tail on Eeyore - Pooh Toss - Hocusba Pinata	
11:45-12:30	Lunch	Wash hands, eat lunch, clean up	Wash hands, eat lunch, clean up		Wash hands, eat lunch, clean up	Wash hands, eat lunch, clean up	Wash hands, eat lunch, clean up
12:30-2:30	Swim/Water Activities	Sunken Treasures in pool	- Lion paddle races		→ Bucket Brigade →	- Bee Balloon fight - Don't spill the honey relay	
2:30-3:15	Snack/Cooking	Flounder Fruit Salad Neptune Punch	- Animal Crackers - Jungle Juice		- Bread Stick Broom - Frosty Ice Cream Pumpkins	- Orange-Pineapple Oils - Pooh's biscuits	

SAMPLE CAMP SCHEDULE

The Eight Great "A's"

All camp is a playing field
All staff are team players
And there are no bleachers.

Motivate and Participate:

Counselors must motivate by participating-have to excite campers to get involved.

Campers will follow your lead-if you are excited they will be excited and vice-versa

Need to grab attention (i.e. Camp _____, Hip Hip Hippopotamus, Clap twice if you can hear me). Use Variety!!!

Communicate:

Use a sense of humor and treat children like people.

What was the longest conversation you had with a kid today? What about?

Ask kids questions...LISTEN. Ask:

What do you dream about?

What would you do if you ran this camp?

Create:

Unique environments for children.

Early pioneers in the camping field site the importance of creating the opportunity for children to learn about democracy first hand.

Seeing is believing-Camping is a microcosm of the real world where children can see their role in a community. Camps are a community where little things matter and can be remembered for a lifetime.

Anticipate:

Think in advance and act on it.

Anticipate dangers.

Think like a child. What are kids afraid of?

Facilitate:

Let campers own their own experience.

Let them make decisions (i.e. skits, camper shows).

Meet the needs to the camper not your own.

Create environments that involve campers and offer them benefits.

TRANSITIONS

TRANSITIONS

Asking participants to shift from one activity to another and to move from one task to another in a relatively short period of time can be the most difficult and stressful part of the program. This time lends itself to excessive movement-and for some-opportunity! Many individuals have a particularly difficult time and react to confusion, lack of structure and chaos in a negative manner. The information which follows will help you plan activities to minimize wait time and engage participants even during periods of transition.

- Let participants know ahead of time. It is best to provide a series of warnings...5 minutes, then 3 minutes and then 1 minute. In most cases a verbal cue may be sufficient, but some individuals may respond better to a more concrete method of notification such as a clock alarming.
- Explain what will happen when the current activity ends. (Ex. After we clean up our toys, we will sit down for snack.)
- Eliminate lining up to minimize waiting. People have a difficult time being in each other's personal space. This leads to undesirable behavior such as kicking, pushing or excessive noise. Participants should be asked to "get ready" in smaller groups when possible.
- Choose people who are not as engaged or are in need of re-direction first to start moving to the next activity.
- Give directions in one or two step commands. Wait until the first request has been followed before giving the remaining directions.

WAIT GAMES

"Wait Games" for younger participants (Ages 3-8)

- Read or tell a story
- Songs and Finger plays
- Visualization scenarios (listening games) "You are sitting on the beach. You can feel the warm hot sun on your back"...
- Gross motor activities/exercises (Fast-paced jumping jacks, sit-ups, push-ups, running in place)
- Guessing Games
- Quiet Bubbles-challenge all children to be quiet or seated before a series of bubbles pop
- Wiggling games- have children wiggle different body parts

"Wait Games" for older children/individuals (Ages 8+)

- "I spy" (I spy something....)
- Capitols and States
- Trivia Games/Questions
- Professional Sport Team and Mascot Matching-("National League Baseball, Chicago_____")
- 30 Second/One Minute Challenge - Give a topic such as "my favorite music group". One person is chosen as the umpire, and sets the other person's subjects, which they have to speak about for one minute without hesitation, repetition, or deviation from the subject. A speaker who breaks any of these rules can be challenged by another player. If the umpire upholds the challenge, that player continues on the same subject for the rest of the minute. The winner of each round is the player who is speaking as the minute expires. Alternatively, points can be scored for successful challenges and for being the speaker who completes a minute's talk.

TRANSITIONS: GETTING KIDS ATTENTION ...AND A HUSH FELL OVER THE ROOM



Many strategies can be used to help a child transition smoothly...
The following information is designed to offer some tips and tools for planning effective transitions.

- Keep in mind that you may need to use more than one tool or idea to address children's transition needs.
- Learning key strategies to keep your program on task will help you handle students who have trouble moving from one location to another-or switching from one activity to another.
- Keeping youth productive will gain more active program time in the process!

A. Getting Attention: The first step for children to pay attention is the awareness that someone wants their attention. At times young children have a remarkable focus on what they are already doing; attention signals need to be strong enough to get through their present concentration.

B. What ever strategies you've decided upon, the important thing is to have the children practice.

- For instance, if one of your choices is to use the "lights on and off method" tell the children the rule and then say, "Talk now and when I turn out the lights, stop. Ok, that was good, but a few people were talking; let's try again".
- Keep practicing the first week or two.
- Practice again, if you see it has stopped working or if many children are not listening.

C. Be clear and specific.

Children are more likely to hear your requests and pay attention when it is clear what you want them to do.

- Keep directions short and simple.
- Allow children time to process your requests for their attention and follow the directions given.
- Consider that afternoons are low energy times for many children and it may take longer to process attention-getting techniques.

D. Be aware of temperament. *Some children can be easily distracted and/or exhibit impulsive behavior.*

When this is the case, speak calmly, use one-step directions, and give them a gentle touch.

E. Teach the difference between being silly and serious. *Tell children that there is room for both of these behaviors.*

- Practice by saying, "Act silly!" Let them be silly. Then say, "Now, act serious."
- Model this at the beginning of the year so when you say, "I need to have serious behavior," they respond accordingly and are attentive.



Some ideas are:

1. **Use a clapping pattern;** Clap or tap in a pattern, for example, clap slowly twice and then clap fast three times. The students are to stop what they are doing and repeat the pattern. If necessary, do it again until all children have responded and are quiet. (If your classroom or program used this method, there are many ideas that can be combined with this.)
2. **Lights switched on/off:** Children look at staff and listen when the lights are flicked off and on.

3. Whistles are harsh and can be annoying, however can be effective when outside or for an emergency.

4. The word "freeze!" For an emergency or when attention is immediately desired, the word, "freeze," works well. When the children hear the word, they KNOW something is serious and important! Every program/classroom should have a "freeze" option in place!

5. When you say, "Voices," teach the children to respond with a quiet, "Shhh..." Use this if the children are too loud. If you want their attention, say, "Voices" again and they respond with a quieter, "Shhh..." Say it a third time very quietly, "Voices." All children should be quiet and ready to listen.

6. Shout "AND A HUSH FELL OVER THE CROWD!" and the kids reply with a drawn out "HUSH!"

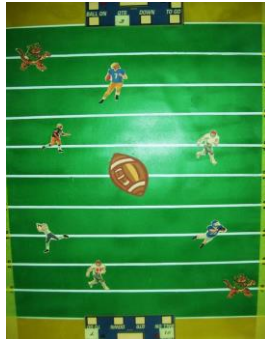
7. Hold up your hand and say, "Give me five." The children put their hands in the air and shout "five!" As they count down to one, they get progressively quieter until "one" is said in a whisper. Or, after saying, "Give me five," everyone puts their hand in the air and counts loudly using their fingers from 1 to 5.

8. Just clapping is another way to get applause...

9. Do you need a moment of peace? Tell your students that they will often be playing, "**The Still Waters Game**"; they will know the game has begun when you say, "1, 2, 3, --- 3, 2, 1... still waters has begun." Ask them to freeze like an ice cube and remain silent when they hear that sentence. Time the children to see how long they can remain still. The goal is to beat their best time. Hold your fist in the air and each time you see someone move or talk, put a finger up. Once you have all five fingers up, check your watch and tell the group how long they were able to remain still.

10. One favorite attention getter is a teacher/leader saying, "Bump-da-da-Bump-Bump" and the children reply in unison, "**Bump-Bump!**" *This is said to the tune of 'Shave and a Hair Cut---Two Bits'.*

11. For getting attention, you can: Shake a shaker, touch a wind chime, ring a bell, use a rain stick, play music or use any kind of sound maker as a signal for students to be attentive.



12. Here is a fun transition INCENTIVE that can be used during football season!

On a large green poster board, draw a PROGRAM VERSION of a football field. -10-20-30-40 ← 50 → 40-30-20-10-...

At the beginning of the school year, introduce the football chart. Place two small football cut-outs on the center or 50 yard line with 50 yards at each end. Tell the kids that you're going to play a game for six weeks. (Staff is one team and kids the other.)

Decide which transitions you'd like to shorten—explain that each day during that transition they will be timed. If everyone is ready within the time, the children score 10 yards. If not—staff scores.

The quarters are divided within weeks. At the end of the six weeks if the children won---celebrate with a "football themed" event! *You could also do a version of this for "cleaning up"*-

No nagging and good job--they get to score; many reminders and lack of responsibility--staff scores.

This can be adapted to just about any sport--as the baseball version demonstrates! (the small figures from clip art were cut out from a 'Google Search'.



13. Laughing Handkerchief: When the group sees a handkerchief thrown into the air, they laugh as loud as possible. When the handkerchief hits the ground, they go silent.

14. Say, in a normal tone of voice, "Clap once if you can hear me." Those listening will quiet down and clap one time. Then say, "Clap twice if you can hear me." More children respond with two claps. Finally say, "Clap three times if you can hear me." By this time you should have the attention of your group.

15. Post a schedule with approximate times of routine activities.

- The schedule informs children of "What comes next"; this prepares the children for upcoming transitions.
- Student reminders are required to accustom the children to look at the schedule.

16. For Pre-K sing the following words to the Frere Jacques tune: "Are you listening? Are you listening? Everyone! Everyone! If you are listening, if you are listening, look at me, look at me." Other ways to end the song are: "Snap your fingers" or "Pat your head."



17. The talking Stone, Stick or Mouth (Use with Pre-K and up!)

Often during circle or group time, many children want to talk at once. One way to help children learn how to take turns is to use a visual clue.

Teachers/staff might try using a "talking stick" or "talking stone". You can use a colorful rock or decorate your stick in a special way. This technique helps young children learn to respect the speaker and to wait and listen. Continue with this idea and soon the children will be reminding each other. A "Talking mouth" can be made out of a rolled up pair of white socks.

EXAMPLES OF FILLER ACTIVITIES (Ages K-8th grade)

These activities are great to fill up gaps in time between planned activities. Filler activities can be used as a transition tool between events. Typically, fillers are not longer than 15 minutes and can be started or stopped with little confusion. These activities do not require equipment. Try to use only one filler activity at a time and keep them age appropriate, as well.

- **Sardines:** This can be played anywhere, indoors or out. The goal is similar to "Hide and Seek," except that "it" hides first. Everyone else then tries to find "it" in the same spot. The game ends when everyone finds the hiding spot of "it."
- **Charades:** Split the group into teams and have one team member pick a name of an animal, person, sport, etc. out of a box/hat (if limited on time, have one person act out something for the entire group and then have the whole group guess who/what he or she is). The team member who draws the 'thing' out of the box/hat must act out this person, animal, sport, etc. and have his team members guess what he is suppose to be acting out. ***Gestures are typically the only form of communication used, but this could be adapted to include all individuals.***
- **Continuous Story:** One person creates a story line and everyone else takes a turn adding a few sentences on to the story until it is complete or everyone gets tired.
- **Where Am I?:** The instructor displays an interesting scene (beach/mountains/famous place) on the board (piece of paper). One person sits with their back to the paper so that they cannot see the view. The group must imagine that they are there by acting out what they would do at that place and demonstrating the weather conditions, etc. The person guessing the scene can ask questions in order to find out where they are supposed to be. When the person is very close, they can view it and choose someone else to take their place.
- **Guess the Celeb:** Pick 3 people to stand with their backs against a wall. Above their heads write the names of three famous people (can use paper and tape). The people standing up have to ask 5 questions to find out who they are. The rest of the group can only answer yes or no.
- **Sing a Story:** The leader picks the style of singing for a group story (rap, opera, country, rock and roll, etc). One person begins the story by singing, "Once upon a time, in a land far away..." When the first person is done with their part of the story, they look to the person next to them and that person must continue singing. The story ends when the last person sings.

- **Appreciation Shuffle:** The group stands in a circle, in close proximity to each other. The circle begins to move in one direction (left or right), and is stopped each time someone has something positive to say about his/her day. When the person has finished with their comment, the circle begins moving in the opposite direction. In order to stop the circle, the person may either yell out stop or a noise can be done to tell the rest of the group that the circle is stopping.
- **Peruse the Shoes:** Ask your kids to count and sort all the shoes they see while waiting in line. You'd be surprised at how much fun this activity can be, and how willing other line-waiters often are to join in the fun. Ask questions like: How many people have on black shoes? Open-toed shoes, Gym shoes? Who's wearing shoes without socks?
- **ABCs Hiding from Me:** This one only works if your child can recognize at least some of his or her letters. Most long lines are fully equipped with plenty of signs around for your viewing pleasure. You can say you see an "A" and then let the child locate the "A" by going under it and pointing at it. When the child becomes more proficient, just up the ante by only giving the letter's sound, then asking them to name it and find it. Long waits, such as in an airport terminal may allow you to go through the alphabet from A to Z.
- **Cup Toss:** This is a good one if you can get a hold of a couple of clean coffee cups and a couple of pieces of paper. Just take the cups and place them in a line. Crinkle the paper into tight balls and tell your youngsters to stand in a designated spot. The kids will take turns trying to throw the paper wads into the cups. (The younger the child, the closer the cup, of course.) If you can't find cups or your child is unable to get the paper in the cup just get a sheet of paper big enough and have them try to throw the wad onto the paper.
- **Photographic Memories:** Have all players stare in one direction for 30 seconds. The object is to see and remember as many details as you can. Then, turn away and write down every detail you saw, from the cobwebs to the three-pronged electrical outlet (younger children can dictate). The one with the longest list wins.
- **Talking Stick:** Whoever holds the talking stick (a pencil, shoe, whatever) commands the floor. Pass the stick among players and create a story.

- **Alphabet Letters:** Players should be in groups of four. When the leader calls out a letter, the groups must form that letter using their bodies.
- **Sets:** Have the participants sit down. Pick two or three participants that have something in common, like stripes on their shirts, no shoelaces, or the same first letter in their name. Have them stand up. Others try to figure out what makes them a "set".
- **Let's Get Moving Activities:** There may be times when children have to move somewhere as a group, such as down a hall to a cafeteria or to the playground. Try having children act like their favorite animal. You could wave a "magic" wand and turn them all into butterflies, or perhaps horses. Maybe you have some "fairy dust" (a tiny bit of glitter) in a bag to sprinkle around the children that causes them to be airplanes or to ride motorcycles. Maybe they are "walking on clouds" or "swimming" to the playground.

Play a follow the leader game where a child takes a turn doing a physical movement such as hop on one foot or touch a wrist to an ear, and the other children copy him/her. You can sing a song with it to the tune of "London Bridge". "Mason, show us what to do, what to do, what to do. Mason, show us what to do. Tell us when to stop." Mason then demonstrates an action such as jumping. When he says, "stop", all the children are to stop, and Mason chooses the next person to take a turn. This works really well as a self-esteem builder and can be used to move children outside or down a hall.

- **Baseball** - Place four chairs representing three bases and home plate around the room. Divide the class into two teams. (If you have an uneven number of students, one child could keep score on the board.) Team One lines up behind home plate. Ask the first child a question and if the child answers correctly, he/she moves to first base. If a child answers incorrectly, he is out and must go to the end of his line. Play continues until there are three outs. If a child scores a run because he answers the first question right and his teammates answer three more correctly, a tally mark is placed on the board and the child sits down. If there are not three outs after all the children on a team have had a turn, those who missed their first question get another chance to answer one. When the team has made three outs, the other team gets a turn to play. **Equipment needed:** 4 chairs, white board and dry-erase marker

- **Sentence Relay**- Divide the group into teams of six to eight players each. There should be no talking among team members before or during the relay. Have the teams line up behind each other facing a board. Each person on a team writes one word on the board. Then he/she gives a marker to the next team player who writes another word to continue the sentence. As the game progresses, each player within the row adds a word but avoids completing the sentence until the last player goes up. The object is for a team to be the first to compose a sentence that makes sense. A variation is to have each child draw a line and the last person completes the picture. The first team that finished a recognizable picture wins a point. **Equipment needed:** *White board and dry-erase markers*
- **Silent Ball** - The children stand by their chairs. A ball is thrown from one person to another in complete silence. If a child throws the ball wildly, that child must sit down in his/her chair. If the child makes a good throw and the receiver missed it, the receiver is out and must sit down. If the receiver throws it back to the person who threw to him, he is out. The child who is left wins and gets to start the next round of play. A variation is to allow only 5 seconds to throw the ball. **Equipment needed:** *Ball or stuffed animal*
- **Heads Up/Seven Up**- Choose seven children to come to the front of the room. The other children put their heads down on their desk with one thumb up. The seven chosen children pick one player each by touching a player's thumb. After a child is chosen, he/she hides his thumb. After the seven players have each touched a child's thumb, they return to the front of the room. Then say, "Heads up, seven up," and children sit up. The chosen children stand up and take turns guessing who touched them. If they guess correctly, they get to replace the one who tapped them. If they miss, they wait until everyone has guessed and then they are told who picked them and the game begins again. If a child peeks, he/she is out of the game. A variation is to ask each chosen child a question like a math fact, a spelling word, or any information they should have memorized. If the child answers correctly, he may replace the one who tapped him.
- **Four Corners** - Number each corner of the room. One child is "IT." He/she closes his eyes and counts aloud from ten to zero. Meanwhile, each student tiptoes silently to any one of the four corners of the room. Everyone must be in a corner by the time "IT" says, "zero" and then calls out a number of a corner. Children in that corner are out and return to their seats. The other children redistribute themselves and "IT" counts again. Play continues until one child is left and he/she becomes the new "IT".
- **Beat the Timer** - Tell children that you are going to play Beat the Timer. Set the timer for a certain number of minutes (5 is good for toddlers) and tell them they need to put things back where they belong before the timer rings. Fun and quick transition.

Resources:

<http://www.teachingideas.co.uk/more/timefiller/contents.htm>
http://www.education-world.com/a_lesson/fillers/fillers037.shtml
<http://www.fundoing.com/Activities.html>
<http://www.cmsu.edu/x28011.xml>
<http://healthy-family.org/caryn/161>
<http://familyfun.go.com/games/indoor-outdoor-games/feature/famf28inbetween/famf28inbetween5.html>
<http://www.kidactivities.net/category/Transitions-Attention-Getting-Strategies.aspx>

Teacher-Tested Tips:

A Sound Idea

Submitted by: L. Stone

Make a tape of sounds from the environment. I have one with crickets chirping, cell phones ringing, water running, a thunderstorm, a kitty meowing. When the tape is played the students are asked to identify what the noise is. Keep a numbered list for your own reference so you don't forget what's on it. The younger children especially like this activity.

Grade Level(s): 1-2, 3-5

Card Name Game

Submitted by: Hrshy210

When I have a few minutes to spare the students love to play the "card name game." I have all of their names written on a playing card. While seated at the carpet, I distribute one card to each child (making sure no one has their own name). When their name is called they have to say something positive about the person on the card. This has really helped them to learn about respect and treating others how they want to be treated. It is fun and only takes about five minutes.

Closing Activity

Submitted by: kristie johnson, 10-12

As students walk in the door hand 10 scrap pieces of paper out at random. Class knows that if they get a piece of paper they have to write a comment about the class topic that day or a question they have. It may be a question a neighbor had. This gives me something to do if I wrap up early or something to start off the next class session. Check for understanding or clarification. It also allows students to ask questions anonymously as I shuffle the papers and others can grab a sheet to add to the stack.

Musical Transitions

Submitted by: Karlana Jester, Pre-K teacher

When it is time for my class to transition from one activity to another, I play music to motivate them to clean up quickly. I try to pick music that is upbeat and very catchy. After the children are done cleaning up the activity at hand, I usually let the music play a little bit longer so the children can dance. This way, I can have their undivided attention once we settle back down at the tables for another activity.

Quote of the Day

Submitted by: Lynn Bird, Pinckneyville Middle School

I teach sixth grade language arts and social studies. I start off each class by going over a "Quote of the Day." I have it written on the board and students write this quote in their Agenda book which is used to record their daily homework. Kids volunteer to explain what this quote means to them. This not only encourages kids to think beyond the books but also allows me to have a part in their character education. I have many compliments from parents because it gives them the opportunity to have an open discussion with their kids when they see the quote written. I get many of these quotes from various websites as well as off the daily Classroom Flyer from the Learning Company School. This only takes about 5-7 minutes and is a great use of class time!

Shorten Transition Times

Submitted by: Cynthia Valdez, 5th Grade

I would like to share a wonderful and effective transition strategy that I use. On a big green poster board, I drew a football field. (0 yards in the center and 50 yards at each end) In the beginning of the school year, I introduced the football chart. I placed a small football on the 0 yard line. I told them that we were going to play a game for six weeks. I was one team and the students were another. I told them that every time we had to change from one subject to another, they were going to be timed (1 min.) If everyone was ready within the time, they score 10 yards. If not, I score. The quarters are divided within weeks. At the end of the six weeks, if I win, they have to write a comprehensive report. IF they win, they get a whole day of fun educational activities and snacks. This strategy is effective, fun, exciting, and motivating.

Silent Math

Submitted by: Mr. Johnson, 2nd & 4th

A transition activity I have useful in both 2nd & 4th grades is Silent Math. During the times your entire class is lined up and waiting, have one child start by using fingers and hand signals to give math problems. (Example: Hold up one finger (1), then make a plus sign (+), then two fingers (1+2). Lastly, put one hand above the other facing in opposite directions for the equal sign (=).) If a student wants to answer, he/she must raise their hand to be called on. They must give the answer using fingers and hand signals. The kids love it and it keeps the noise level down!

Sponge Activities for first grade

Submitted by: C. Letkeman

Once the children have left for outside time, I set out a bucket on each table. The buckets contain materials the students can use independently at their tables, i.e. play-dough, Lego's, peg boards, pattern blocks, tracers, felt boards, I Spy books etc. When the students come in from recess, they know there are activities at their tables, and they settle in to them quickly. This gives me a few extra minutes in case I was unable to return to the classroom immediately after recess because of outdoor supervision, a staff meeting, or dealing with an issue that arose during recess. It also gives me a couple of minutes to get the next lesson's materials organized! Each table gets the bucket for a day, and I rotate activities every week or two.

Transition Time

Submitted by: P. Nicholson, 1st

To make transition time faster and easier, I cut out five shapes, five times on the Ellis Die cut machine using the same sequence of different colored construction paper. Example: green, red, yellow, blue, orange bunny, frogs, crayons, etc. I label each colored shape with a number and laminate one to each student's space at their tables. Then, when we line up or move anywhere in the room, I call a shape, color or number and those students line up first.

Resource:

http://atozteacherstuff.com/Tips/Sponge_and_Transition_Activities/

Rubber Band Ball

Something a little different from Teaching Ideas -good for ages 5 to 8

Many teachers struggle to get their students quiet in the hallway. I started a rubber-band ball and anytime we get a compliment from an adult in the hallway, we get to add a rubber band to the rubber band ball.

They LOVE it and it is very inexpensive. I now have the quietest classroom in the hallway! (Comment: You may need to alert other teachers of your method-so they will give compliments as earned!)



Directions for making a RUBBER BAND BALL

1. Give each child a sheet of aluminum foil; have them crumple it into a ball.
2. Take 1 rubber band at a time and twist it around the foil many times to cover the aluminum foil; the more rubber bands the bigger the ball.
3. Continue until the ball is the desired size and no more rubber bands will fit on the ball.
4. When the ball is complete, the kids will have a high bouncing ball!

TRANSITION ACTIVITIES FOR YOUNG CHILDREN

- **Popcorn** - Ask the children if they have ever seen popcorn popping in a pan. What happens? Explain that each of them will be like little popcorn kernels. Every time they hear the word "Pop!" they get to jump up and clap their hands over their heads. Begin by asking the children to squat down on the floor and repeat this rhyme with you.

Popcorn

Five little kernels sizzling in the pot.

The grease got hot and one went "Pop!" (children jump up)

Four little kernels sizzling in the pot.

The grease got hot and one went "Pop!" (children jump up)

Three.....

Two.....

One....

No little kernels sizzling in the pot.

It got hot and it went "pop!" (children jump up)

Variation: Have the children hold up five fingers and say this fingerplay with you

- **Say, "I Am!"** – If you want the children to join in with picking up, sing the song below

Say, "I AM!" (Tune: "If You're Happy and You Know It")

If you're cleaning up the room, say "I am."

"I am." (children respond)

If you're cleaning up the room, say "I am."

"I am." (children respond)

If you're cleaning up the room,

If you're cleaning up the room,

If you're cleaning up the room, say "I am."

"I am." (children respond)

Variation: Use this chant during other transitions in the day to communicate constructively. For example: 1) If you're ready to go outside, say "I am..." 2) If you want to hear a story, whisper, "I do..." 3) If you washed your hands for snack, say "I did..."

- **2-4-6-8-10** – When quieting children for a story or helping them to wait for everyone in the class to get ready for an activity, say:

2-4-6-8-10

Follow me.

Two (clap two index fingers together)

Four (clap index and middle fingers together)

Six (clap index, middle and ring fingers together)

Eight (clap index, middle, ring and little fingers together)

Ten (clap both hands together)

End by silently putting your hands in your lap.

Variations: 1) Do the clap forward (2-4-6-8-10) and then backward (10-8-6-4-2) 2) Use other clapping patterns to focus children. You might say, "Can you do this?" as you begin clapping or snapping a beat. 3) Let children think of clapping patterns for their friends to repeat as you wait between activities.

- **Brain Sprinkles** – Cover a plastic can or jar with contact paper. Decorate with markers and write "Brain Sprinkles" on the can. Put $\frac{1}{4}$ cup rice in the can/jar and glue or tape on the lid. To start the day, tell the children you are going to give them some "brain sprinkles" that will help them think better. Walk around the room and gently shake the can over each child's head. At the conclusion of the learning experience or at the end of the day, ask them how the "brain sprinkles" worked. What did they learn?

Variation: Label cans "quiet sprinkles" or "dream sprinkles" and use them throughout the day to help prepare the children for different activities. For example, before taking them in the hall, shake "quiet sprinkles" on the children.

- **Peaceful Spray** - Certain aromas have different effects on the brain and body. Lavender and rosemary tend to have a calming effect when tempers begin to flare. When children are acting stressful or aggressive, tell the children that you have some Peaceful Spray to make them feel better. Spray lavender air spray around the room. Ask the children how it makes them feel. You can make your own Peaceful Spray by adding a few drops of lavender oil or dried rosemary to a spray bottle of water. (Some children are allergic to lavender or other scents, so substitute dried rosemary to calm behavior.)
- **Special Delivery** - Cover a potato chip canister (Pringles) with construction paper and write "Special Delivery" on it. Let the children decorate the can with markers or stickers. (For best results you may want to cover it with clear contact paper or laminate after decorating and prior to attaching it to the canister.) When you have a special note to send home with a child, put it in the can and explain to the child that it's a "special delivery" for parents. Tell the child that he/she has the important job of delivering the special package and then returning the empty can the next day.
Variation: Ask each child to bring an empty canister. Let them decorate it with wallpaper and other art scraps. Make sure to put each child's name on their respective canister. Use the can daily to take home projects and papers.
- **CLEAN UP ACTIVITIES**
- Clean up times can be frustrating! Try this fun tip: Ask children to turn themselves into vacuum cleaners! Put out your arms and make vacuum cleaner sound effects while the hose (your arms) pick up all the toys, paper or anything else you need picked up! The children forget they are cleaning!
- Make a traffic light out of cardboard, you could either paint red, yellow, and green circles or you can cut them out of construction paper. This can stick on the wall during play time. The green circle can be attached to the traffic light during play time. When it is almost time to clean up, the teacher can put the yellow circle up. When the children see the yellow circle they will know that play time is almost over. When it is time for the classroom to be cleaned the red circle will up. The kids will know that they should start cleaning up.
- I often use the tune to the "Muffin Man" And substitute the words with Oh do you know what time it is, what time it is, what time it is, oh do you know what time it is? It's time to.... (have snack, wash hands, clean up etc.)
- **GETTING ATTENTION/LISTENING**
- Only one can talk at a time
And this is what I'll do
I'll be as quiet as a little mouse
Till other folks are through.

- I put my hands upon my head On my shoulders...On my face At my waist and at my side; Then behind me they will hide; I lift them way up in the sky;
Let my fingers fly fly fly; Clap clap clap...and one two three;
See how quiet they can be. (I make a big deal of interlacing my fingers and they do it with me.)
- Wiggle your fingers, (wiggle fingers) Wiggle your toes, (wiggle toes) Wiggle your ears, (move earlobes back n' forth) Wiggle your nose, (wiggle nose w/ fingers) Now that we have had our fill, It is time to sit still (fold hands neatly in your lap).

(To the Tune of If You're Happy And You Know It)

- If you're ready for a story find a seat;
if you're ready for a story find a seat;
if you're ready for a story check your hands and then your feet;
if you're ready for a story find a seat.
- 1,2 You know what to do.
3,4 Sit on the floor.
5,6 Your feet you fix.
7,8 Sit up straight.
9,10 Let's listen again.
- Hold hands over head, palms together like a belly dancer: Then say, "One, two, three, four, hoochy-coochy to the floor".
- (To the tune of If You're Happy and You Know It)
Everybody have a seat, have a seat, have a seat
Everybody have a seat on the floor.
Not on the ceiling, not on the door,
Everybody have a seat on the floor.
- **Quiet Down**
Sung to: "If You're Happy and You Know It"

Put your finger over your lip like this,
Put your finger over your lip like this
Close your mouth with a zip,
Put your finger over your lip,
Put your finger over your lip like this.
Shhhhhhhhhhhh
- **Put Your Bottom On The Floor**
Sung to: "If You're Happy and You Know It"

Put your bottom on the floor, on the floor! (point)
Put your bottom on the floor, on the floor!
Not on the ceiling, not on the door! (point)
Put your bottom on the floor, on the floor!

- **Put Your Bottom On The Rug**

Sung to: "If You're Happy and You Know It"

Put your bottom on the rug, on the rug
Put your bottom on the rug, on the rug
Put your bottom on the rug,
And give yourself a hug,
Put your bottom on the rug, on the rug.

- **Wiggles Out for Quiet Time (Tune: "Jingle Bells")**

Clap your hands, stomp your feet,
Wiggle all around.
Reach your hands high in the air
And now let's touch the ground.
Hold your hips, hold your head
Give yourself a hug.
Sit right down, eyes to look,
It's time to read a book

Read more: <http://www.brighthub.com/education/early-childhood/articles/70613.aspx#ixzz1JVnAt5kU>

- **LINING UP/WALKING THROUGH HALLWAYS QUIETLY**

- **Mousie, Mousie 1,2,3**

Who will be as quiet as can be?
We shall see...

- I'm ready for the hall. I'm standing straight and tall. My arms are down, I'm facing front I'm ready for the hall.

You can signal a transition without using any words at all! Simply wear a different hat for different activities or changes. For example, when it is time to go outdoors wear a silly flowered hat! As time goes on the children will pick up on this visual cue and know it is almost time to clean up, put coats on, etc. Try it!

Resource: <http://www.perpetualpreschool.com/transitionideas.html>

ADAPTING ACTIVITIES

Some people see a closed door
and turn away.
Others see a closed door, try the knob,
If it doesn't open...
they turn away.
Still others see a closed door,
try the knob,
if it doesn't open,
they find a key,
if the key doesn't fit...
they turn away.
A rare few see a closed door,
try the knob,
if it doesn't open,
they find a key,
if the key doesn't fit...

They make one.

Keymakers



MODIFICATIONS/ADAPTATIONS/ACCOMODATIONS

The Americans with Disabilities Act (ADA) states that reasonable accommodations must be made for all people who have special needs (www.ada.gov). This section explains the difference as well as provides samples of each within a recreational setting.

Modification: A modification is an adjustment to a request that changes the standard of what the task consists of. A modification is a change in what people do or what materials are used. For example, allowing a person to have two warnings instead of one is a modification. If the participants have to wait one week for a reward, a modification might be to reward the person who has special needs daily.

Adaptation: An adaptation is any adjustment or modification in the environment, instruction or materials used within the activity to enhance the person's performance or allows for partial participation in the activity. It is a change in what the participants or instructors do or a reshaping of the materials used. Adaptations are essentially the same as modifications, but can refer specifically to the materials and equipment used. For example, during a kickball game, you might give all participants the option to kick with a beach ball instead of the regular playground ball. Examples of adaptations for crafts might be to provide large crayons or an alternative craft which involves more or less tactile variations to suit those who have sensory needs.

Accommodation: An accommodation is an adjustment to an environment, situation or supplies used based on individual differences. An accommodation provides a person who has special needs with the opportunity to participate in something without altering the standard or expectation of the task. It allows the task to be completed but with a change in format, time restraint, setting, presentation and/or responses. Examples include giving a person extra time to complete a project, assigning seats during circle time or large group time and placing someone that has issues attending closer to the adults for proximity control. Using enlarged print or providing an audio version of materials are other examples of accommodations.

When making modifications/adaptations/accommodations:

- Focus on what the person can do
- Use the least obtrusive support first
- Use age-appropriate materials and goals when deciding how to modify
- Consider individual strengths and weaknesses: not every person will respond to the same support

METHODS FOR MODIFYING GAMES AND ACTIVITIES

Below are ways to provide modifications to games that all participants can benefit from. Be creative....perhaps you might be able to make the modification for non-disabled peers to create a more "level-playing ground."

Modify the rules:

- Sit or lie down rather than stand
- Walk rather than run
- Reduce the number of points to win/score
- Allow for substitution
- Permit assistance (from another peer)
- Reduce time period of play
- Permit additional attempts, turns, etc.
- Increase/decrease number of players
- Use equipment that will reduce range of play

Motor modifications:

- Coordinate fewer body parts
- Reduce number of items/rules to be dealt with
- Reduce speed of task

Mental modifications:

- Simplify the organizational pattern
- Reduce number of steps to complete game/activity
- Select from fewer alternatives

Emotional modifications:

- Have separate games for more competitive players (extreme version)
- Reduce/eliminate competition games, focus on team building
- Allow time to develop skill-"practice stations"
- Increase the structure
- Reduce number of participants
- Pre-select teams
- Increase structure and staff; model and encourage others to offer praise and compliments for ALL players regardless of ability

Supportive aspects:

- Regroup participants/teams
Timing of experience (daily, weekly...) and game variation

GENERAL SUGGESTIONS FOR ADAPTING MOVEMENT AND GAMES

- Always include the participants in the decision-making process. Don't assume that every activity needs to be adapted.
- Experiment with adapting the exercises and equipment until you find the ones that work well and feel good to the participant.
- Provide participants invaluable opportunities for interaction and exploration of creativity and playfulness in movement. Don't expect perfection.
- Give a lot of support and honest feedback; don't praise where it isn't due.
- Allow the participant to become involved at his/her own level.
- Use verbalizations to support movement; emphasize what people can do rather than what they can't.
- One has to remember that many children who have special needs have to be taught how to become actively involved.
- Choose options that fit the individuals' needs.
- Put two players with special needs on opposite teams to match their abilities against each other.
- Have two players with special needs play a position together.
- Have peers assist player with special needs to encourage social interaction and involve the individual with special needs in the game.
- Alter activity area for player with special needs.
- Modify rules of the game.
- Avoid elimination games.
 - Set a time limit to stay in rather than one hit and out
 - Vary equipment so that games are more equitable
 - Instead of being eliminated, allow player to become another "IT"
- Emphasize cooperative games.

SUGGESTIONS FOR ADAPTING PHYSICAL ACTIVITIES/SPORTS

- Allow the participant to throw the ball backwards over his/her head. Sometimes this movement is easier than throwing the ball forward.
- Attach a string to a ball for retrieval. This can be either a static or rigid tether. Use a breakaway tether (the tether is attached to a fixed object with a clothespin to allow it to break away). This increases the opportunity for normalization.
- Use a spider ball and round rubber mats for golf. This allows the ball to roll in a slower, more controlled manner.
- Play a game of sit-down volleyball or change the rules of the game slightly, (i.e. all players must touch or hit the ball before it goes over the net). Give points for every person that touches the ball within a given time (30 seconds). The same can be applied to the game of basketball. Every team member must touch the ball before a basket is attempted. This adaptation not only increases inclusion of all participants, but it also encourages teamwork. Another adaptation is to give 5 points every time a different team player makes a basket. This increases the chances for all to play.
- Alaskan kickball- All players on the field must touch the ball before the player who kicked the ball is out. The first player to touch the ball must have all other players on the field line up behind the person and pass the ball. If a player on the field is not ambulatory all the players can line up behind them. The last player with the ball yells out and the runner must stop. Every time the runner passes home before all of the field players touch the ball, the team receives a point.
- Target tennis or badminton - Place a large target, such as one used in darts, on either side of the net. The object is the same as in darts, but the birdie or other implement must hit the target to get any points.
- Shorten the handles on rackets or have the participant hold it closer to the head of the racket.
- Vary the size of the objects being used. For example, use balloons for volleyball. Increase the size of the bat or ball for baseball (use a beach ball). One example of an adapted volleyball activity is the game "Clean up Your Backyard". Using a volleyball net, each team attempts to kick/throw as many balloons over to the other team as possible. When the whistle blows, the team with the least amount of balloons on their side wins. This can be played over and over again.

- Using the "Hot" concept allows a participant who might be slower to always have an opportunity to be involved. This method allows only that participant to be able to touch certain pieces of equipment. For example, in "Clean up Your Backyard", all yellow balloons can only be touched by that individual. Other participants begin to learn about the concept and will honor the "Hot" rule.
- Sometimes just altering the number of players on a team can make a difference. Try to pair up skill levels, or encourage the buddy system.

OTHER ADAPTED ACTIVITIES

- Woodworking: use clamps to hold down objects. This is particularly good for individuals who have poor fine and gross motor skills. Provide wood with a pre-cut line. Most accidents occur when attempting to make the first cut.
- When demonstrating a particular step, allow the participant's hands to rest on yours. This increases the amount of information being received by the individual. With this technique they are receiving tactile, auditory and visual input.
- Build up fine motor utensils (forks, crayons/markers, etc.) with cotton and tape to increase the width for improved grasping capabilities.
- Use straws for blowing paint. It not only produces a different effect, but also allows those who have poor motor control to participate.
- Horticulture is an excellent activity that can be enjoyed by individuals of all ability levels and can be easily adapted.
- Photography can also be adapted. Glue an attachment onto the shutter release to decrease the frustration of trying to find the small button. Use Polaroid or digital cameras for immediate results.
- Use switch toys to activate musical instruments and cause/effect objects. These are also excellent sources for yes/no communication or to get someone's attention.
- Many cooperative games are inherently inclusive and accessible. To adapt most games, play on a solid surface so wheelchairs can be easily moved, have all participants run "heel-to-toe" so speed is equitable, and shorten boundaries for full participation.
- Do not be afraid of failure. Experiment with adapting games and activities until you find what works best.
- Add yellow food coloring or yellow tempera paint to glue so it is more easily visible. Use contrasting dark blue or black paper to glue onto if participant has lower vision.

- Add sand, sawdust, or other textures to the glue to enhance the tactile feedback.
- If a child has an extreme tactile aversion to sticky or messy materials, allow them to wear rubber gloves, create their art project in a Ziploc bag (tie dying or making gak), or use utensils to complete projects (tongs, wooden sticks, brushes, etc.) Continue to encourage finger/hand use as well.
- During a fine motor project, emphasize boundaries for cutting/coloring/pasting by thickening lines, using colored tape/bright marker or paint, selecting contrasting colors for boundaries, etc.
- To help children stabilize their projects, use non-skid shelving material under the project materials (plate, bowl, cookie sheet).



Supports for Maximizing Success for Participants with ASD

Visual Supports: These are used to help minimize the participant's difficulties in auditory processing, attention and organization, as well as to maximize independence in participation.

- Tangible, pictorial, or written daily schedule
- Visual directions
- Work system
- Checklists or reminder cards for rules & expectations

Structuring for predictable environment: Organization and modification of the environment to assist the participant with problems in organization. So participant knows where to be, what to do, how much to do, with whom and for how long.

- Consistent routines & schedules with clear structure
- Clear physical boundaries in the environment; i.e. lines on the floor, carpet squares
- Labeling or color-coding objects
- Provision of clear beginning and ending to activities/tasks
- Clear ending, i.e. timer & finished box or folder

Sensory Support: Sensitivity to the intense sensory needs and comfort requirements of the participant with ASD

- Reduce environmental distractions or add something to help decrease distractions, i.e. headphones
- Sensory diet incorporating exercise, carrying heavy objects, swinging, climbing
- Relaxation protocol
- Breaks in and out of the room
- Fidget toys for waiting times
- Personal space for breaks

Preparation for change to assist with the difficulty with new or different environments, activities or expectations

- Prepare ahead with schedules
- Gradually introduce to new situations
- Describe what to expect with visual supports, such as mini-schedule or social story

Communication supports to help the participant to communicate and understand communication

- Augmentive or backup communication systems
- Allowance for delayed processing time
- Staff use of gestures, models, visual supports and demonstration with verbalizations
- Concrete, specific language used by staff



Tips for including individuals who have Visual Impairments

Ensure adequate staff supervision is available to facilitate participation in all activities.

- Throughout activities, designate a staff or peer to provide verbal instructions and a description of what is occurring in the environment.
- Individuals with low vision can benefit from using contrasting colors in activities.
- Plan activities which require use of the senses (hearing, smelling, tasting, touching).
- Guide a participant through a new activity by allowing them to feel your movements (i.e., hand over hand).
- Explain clearly and in concrete terms what you are doing as you perform an activity.
- If you distribute printed materials, describe what is on the materials for those who are unable to read it at the time you distribute it.
- Don't be afraid to use words like "see" or "look" or "blind". Such words are part of our everyday vocabulary and people who are blind use them too.

Sighted guide techniques:

The guiding of an individual who is visually impaired is a personal service that sighted people may be asked to render. Some find a degree of awkwardness in assuming the role of a guide. This may arise from a lack of knowledge and exposure to people who are blind. The following guidelines are designed to assist in relieving uncertainties:

- Always ask the individual if he/she would like assistance. If he/she would, make contact so the individual can grip your arm just above the elbow. Holding your arm, he/she will follow slightly behind you.
- Give verbal information when you are about to approach a new terrain or area.
- If you come to an area that is too narrow for both of you to pass through, place your arm behind your back so he/she will know to step behind you.



Tips for Including Individuals Who are Deaf or Hard of Hearing

To facilitate speech-reading:

- Be sure you have the listener's attention. (Use a light touch, wave or other visual sign if needed to attract his/her attention.)
- Turn toward the light and face the listener.
- Speak clearly and not too quickly. Use normal tone of voice - avoid shouting and exaggerated expressions.
- Use facial expressions, hand gestures and body movements to aid communications. People who are hard of hearing may not hear subtle changes in your voice.
- Avoid chewing or smoking while you talk. Be aware that mustaches or beards can be a barrier to lip-reading.
- Many people who are deaf or hard-of-hearing do not read lips. In most cases, one cannot rely solely on that as a means of communication.
- Avoid background noise (if possible).
- Use simple sentences and directions to get over a stumbling block - try rephrasing or using different words.
- Look for signs of bewilderment or "bluffing". The person may be embarrassed or concerned about "being a nuisance" and pretend to hear what was said. Above all, be patient and understanding.