

# Pre-Camp Behaviour Package

Inside this package, we have listed strategies that will assist you to lay a foundation for positive behaviour support at camp!

For each section, read the information and fill in the “ideas” section with ways it might apply to your bunk!

When we meet as a behaviour team, we will discuss these together and how we can implement them in the bunk.

	Strategies	Ideas for my bunk
✓	Universal Protocol	We will bring these when we meet!
	Visual Schedules	
	Regulation	
	Structuring Activities	
	Transitions	
	First/Then	
	Reinforcement Systems	

Positive, proactive behaviour strategies in place

Disruptive/non-dangerous behaviour occurs

Record any observations

Consultation with BCBA for strategies

Aggressive or dangerous behaviour occurs/near miss

Incident report

Consultation with BCBA for strategies

Functional assessment and data collection

Behaviour plan development and safety plan if applicable

Consultation with parents for approval. Parents and camp to sign

Review and train staff on the behaviour plan

Ongoing data collection

Near miss? Inform BCBA  
Incident? Incident report

### Definitions:

**Disruptive Behaviour** - any behaviour that impacts the ability of the bunk or its campers to attend and enjoy camp activities

**Non-Dangerous Behaviour** - any behaviour that interferes with camp enjoyment, but does not impact the safety of campers and camp staff

**Dangerous Behaviour** - any behaviour that poses a safety risk to the campers or others, whether intentionally or not (e.g., leaving camp boundaries, wandering away, aggression, destroying camp property)

**Near Miss** - any attempt to engage in a behaviour, whether unsuccessful because of intervention (e.g., blocking a hit) or chance (e.g., missed the target)

# Universal Behavior Protocol

## What is it?

The general approach to behavior management at KCC

## Three priorities:

- Physical and emotional safety
- Maintaining the dignity of our kids
- Maintaining good relationships with our kids

## But what do we actually do??

- Provide continuous empathy and positive regard
  - Be kind but firm
  - Respect kids' dignity
  - Positive, confident, and caring

- Enrich the environment
  - Multiple preferred activities, free choice
  - Multiple toys the kids like
  - Allow them to bring things to make activities more fun

- Invite the child to participate in scheduled activities
  - Follow the child's lead to the extent possible
  - Limit non-essential demands (the only essential demands are physical and emotional safety for everyone in the room)

- When presenting demands, make them less aversive
  - support non-verbally if possible (eg. Point, eye gaze, leaving out materials without telling the child to use them)
  - Offer choices (eg. Choosing which materials to use, allowing the child to opt-out)

**WORK TO PREVENT ESCALATION TO DANGEROUS PROBLEM BEHAVIOR**

# Universal Behaviour Protocol

## Pick your battles:

Is this essential?

• NO •

Skip the demand

•

YES

•

Is this a “just right” challenge?

• NO •

How can we make it easier for the child?

•

YES

•

Am I and the child both calm  
and regulated?

• NO •

Staff should engage in self-regulation strategies (swap out if you need!), and help the child do the same before initiating the demand

•

YES

•

Get the child's attention  
and push them to succeed

## Things we can do to make the challenge easier for the kids:

- Use visuals
- Use a token board
- Add a preferred element to the demand (eg. Bring a fan along, sing a favorite song, add playful movement to the demand if the child likes that)
- Consider just teaching the child to say they don't want to (and then letting him)
- Add in peers if that helps, perhaps even having peers make the demand
- Reduce the amount of time the child has to work for

# Visual Schedules

## What is it?

- A series of pictures or words that list what will happen
- Can encompass the whole day or just the steps of one activity

## What are the benefits?

- Reduces anxiety about transitions
- Increases independence
- Increases comprehension

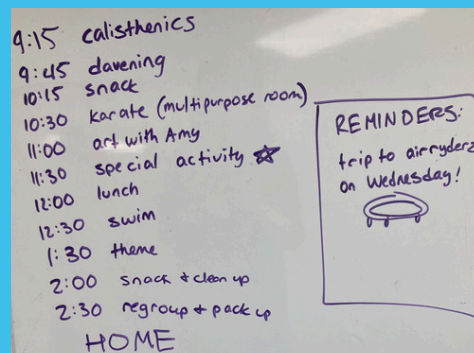
## How do we use them?

### OPTION 1:

Review it at specific points of the day (e.g., morning group, lunch, etc.) using the steps to the right

- You may need to review the schedule on the wall informally in between the regular checks for specific kids.
- Can be written or pictures
- Point to each item on the schedule as you talk about it

1. **REVIEW:** sit the group down together. Tell them you are going to review the schedule “Remember, this morning we had cali, dance, snack, and water play”
2. **TELL:** Talk about the activities that will be coming next and review until the end of the day or the next check in period “Next we have art in our class, then playground and then theme!”



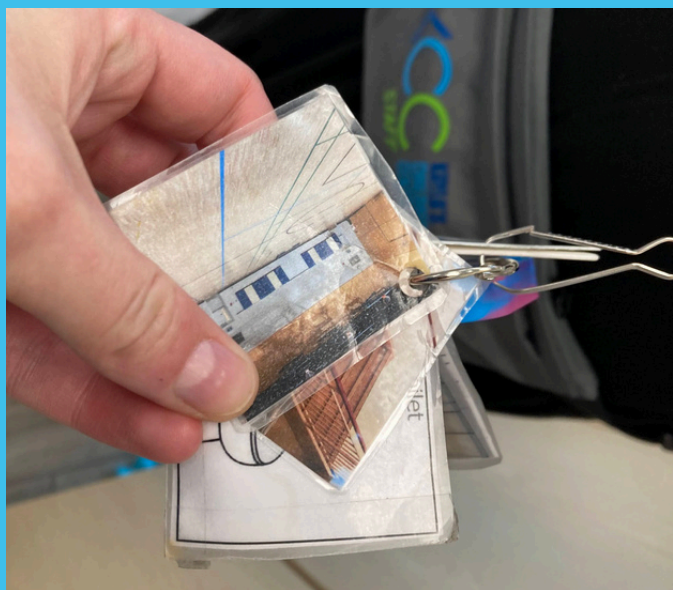
# Visual Schedules

## How do we use them?

### OPTION 2:

- Review it after every activity (this might be better for kids with weaker language/memory skills, or very young kids)
- Have one portable visual schedule for the group.
- You can choose if the icon is a picture of the room you are going to, or a picture of the activity you will be doing
- It can be on a strip of paper with velcro, or just on a ring

1. **RE-GROUP:** Every time an activity is finished, re-group the bunk and show them the icon for the next activity
2. **REVIEW:** state the activity that is finished “sensory gym is all done”
3. **TELL:** Tell them where they are going next while showing a picture of the activity or place. You can also have them touch the picture or wait for each child’s gaze to shift.



Ask your DH or Senior Therapist which of these options might be the best for your group!

# Regulation

## What is it?

- How we respond to stress and other factors in our environment
- Think of your state of regulation like an engine:
  - Is your engine running “just right”? Do you have the optimal amount of energy in your body/brain right now to do the things you need to do? Do you have a bit of space between impulses and actions, and can you think through your options with a clear mind?
  - Is your engine running low? Do you not have enough energy to do the things you need to do? Are you feeling “blue”, sad, tired, uninterested?
  - Is your engine running too quickly? Is your body flooded with fuel and bouncing with hyper energy? Maybe riled up and angry? Perhaps so ecstatically happy that it is exploding out of you? No matter what the feeling, when your engine is running too quickly you feel out of control and often do things you will regret later.

**Self-regulation** is the act of noticing your own regulation state and making decisions to do things that help balance your equilibrium. This is an advanced skill, and something many adults are still working on.

**Co-regulation** is when one person's state of regulation feeds into another person's state of regulation. This is how children learn to self-regulate; the adults in their lives model regulation and they share that regulation.

## Staff self-regulation

- Since all our campers are kids, and almost none of them can self-regulate, regulation has to come from the staff. You set the tone for the energy level in the room.
- Make sure counsellors know they can ask for a break and for help when they need it. Room heads need to advocate for their staff to get more resources to make this possible.

## Some regulation strategies

- Take 10 deep breaths
- Grounding with your 5 senses
- Take a drink
- Take a walk
- Go somewhere quiet
- Use mantras (eg. This feels hard because it is hard, I can do hard things, I am a good kid/counsellor having a hard time, This is a good camper having a hard time)



# Regulation

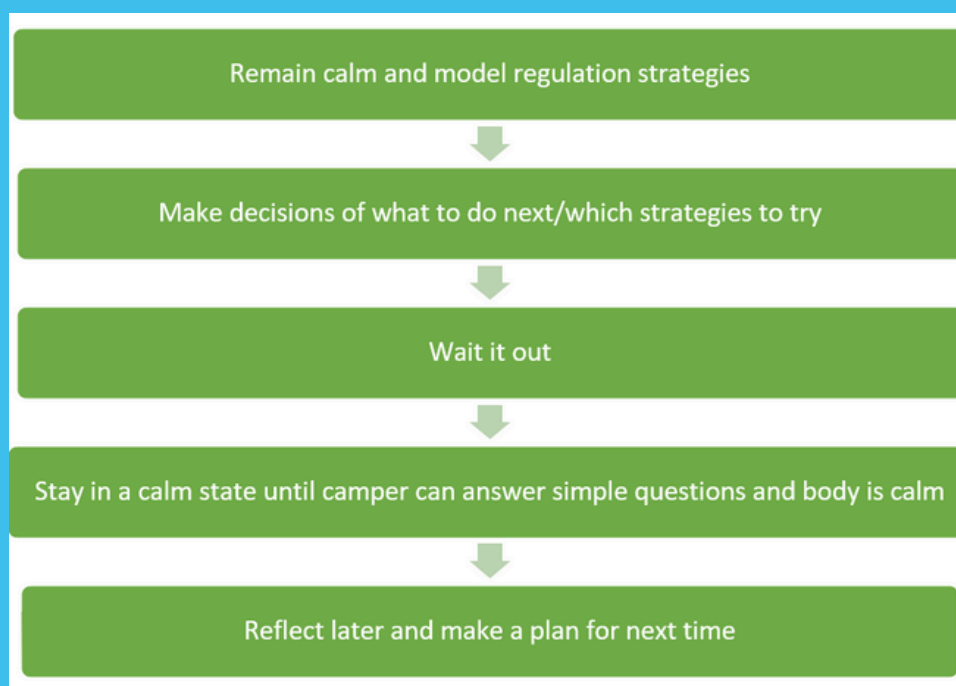
## Proactive scheduling to best balance regulation

- Try to schedule your day to balance activities that escalate your campers with activities that calm your campers.
- For example:
- If they typically come in from playground time quite wild, it would be helpful to schedule playground and then snack or snoezelen.
- If you find that the kids are never calm enough to change (without fighting) after outdoor water play, you can plan to stagger the end of water play so that only a few kids are changing at once and the bunk room doesn't get too crowded.

## When do we use regulation strategies vs behavior strategies?

- When campers are beyond the “emotional badlands”, we need to focus on regulation, and the behavior strategies are not going to be effective. We all have a sweet spot of regulation where we can learn, and when our engines are running too quickly, we cannot learn anything (including learning new behavior!)

## When this happens:





# Structuring Activities

## Prepare it!

- Plan your activities in advance by knowing what activity you are going to do and gathering/making any materials
- You can choose an activity that is in line with the camp theme of the week
- When picking an activity, it is helpful to pick an activity that has a group focal point or goal
- For example, making slime, going on a scavenger hunt, or doing show and tell all have something that students need to focus on/accomplish, compared to tag where there is less of a group focal point

## Structure it!

- Make visuals to help provide structure to the activity for students
- Add visuals to the activity like schedules/steps, pictures of materials, visual cues (e.g., turn taking, waiting, or sharing), models of completed activities are, or rules of the activity
  - Visuals are your friend! They help our students understand expectations
  - Visuals don't need to be fancy or made on board maker/Canva to count! Draw or write on a post-it note, piece of paper, or whiteboard when in a pinch
- Take an open-ended activity and make it closed ended by adding a schedule with steps
  - Open-ended activities like scavenger hunts or crafts can seem overwhelming to our students because it can be unclear when they will be done
  - Using a visual schedule or a visual with steps clearly shows students when the activity will be done – making it closed ended and less overwhelming

# Structuring Activities

## Reinforce it!

- Choose an activity that is fun and inherently motivating for most of the students – sensory activities like experiments and activities that involve movement are usual hits
  - The more inherently motivating or fun the activity is, the more likely it is that students will be willing to cooperate and participate
- Add external reinforcement systems to increase motivation to cooperate and participate
  - For example, giving token systems, tallies, points, first/then boards, marbles, etc. for participation and cooperative behaviour, students can get something they want at the end of the activity

## Back it up!

- Activities often don't last for as long as you initially anticipate because our kids have short attention spans. Plan for this by anticipating an EASY activity extension.
  - For example, you plan to make slime for a bunk activity and expect it to take 30-minutes, but it only takes 15-minutes. Instead of having free time for the remainder of the 15-minutes, have a slime extension activity where everyone needs to decorate a bag to keep their slime in, or everyone needs to play Simon Says with their slime (e.g., Simon says turn your slime into a circle, etc.)
- Have a back-up activity in mind – maybe you plan to make slime but another bunk is using contact solution. What else could you do with the shaving cream you were going to use for the slime? Get balloons and have everyone make their own squishes, put shaving cream in plastic bags and have students draw shapes, mix shaving cream with paint to make puffy paint

# Structured Activity Ideas

## Crafts:

- Paper bag puppets
- Painting
- Bracelets
- Perlor beads
- Origami
- Handprint art
- Paper mache
- Squishy making
- Tie dye shirts/clothes
- Rock painting/pet rock
- Making bird feeders
- Making sun catchers

## Experiments:

- Slime
- Puffy paint
- Baking soda volcano
- Oil and water lava lamps
- Milk bottle xylophone
- Elephant toothpaste
- Cola and mentos explosions

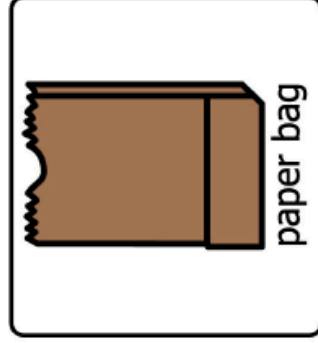
## Outside:

- Scavenger hunt
- Simon says in the sandbox
- Grounders or marco pollo on the playground
- Silent soccer (i.e., soccer without making noise from your mouth)
- Paper airplane races
- Obstacle courses or chalk obstacle courses
- Planting/gardening
- Making a map and hiding a treasure
- Homemade boats
- Making bug catchers

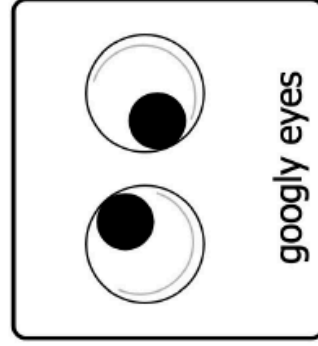
## Baking:

- Making fruit skewers and having a picnic
- Baking cookies/brownies and decorating them
- No bake cheesecake bites
- Decorating cakes or cookies
- Cutting shapes out of pie dough and baking them

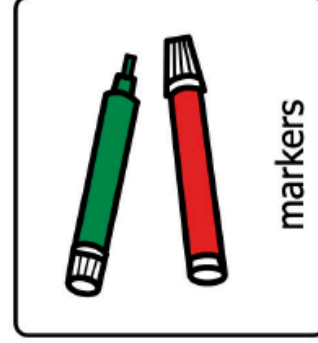
# Materials



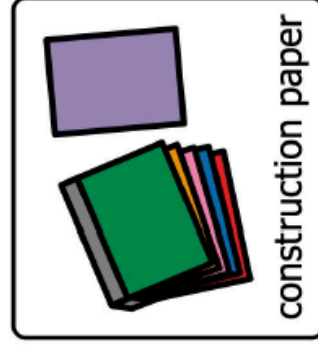
paper bag



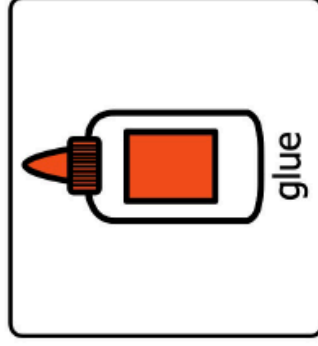
googly eyes



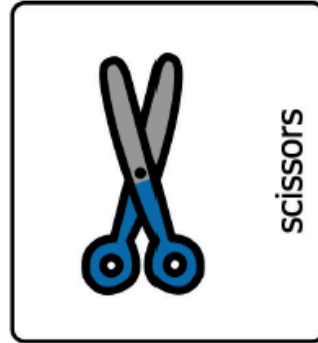
markers



construction paper

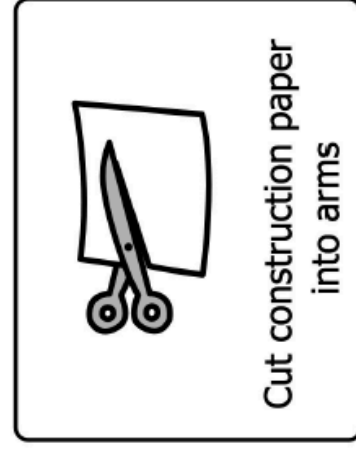


glue



scissors

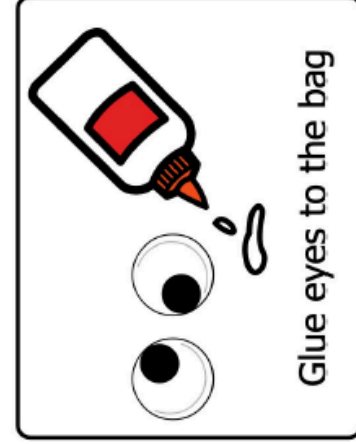
## How to Make a Bag Puppet



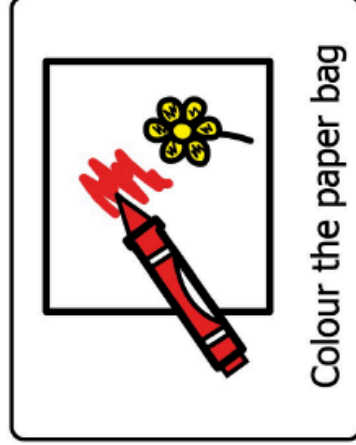
Cut construction paper into arms



Glue arms to the bag



Glue eyes to the bag



Colour the paper bag

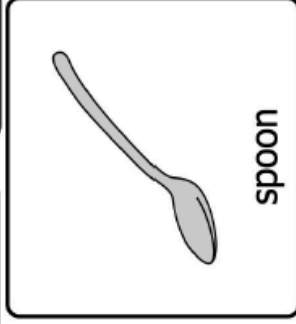
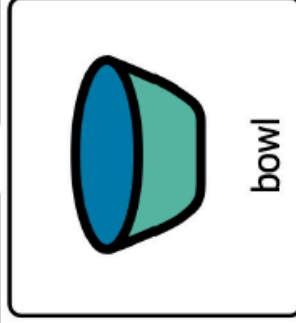
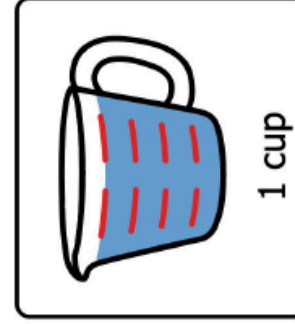
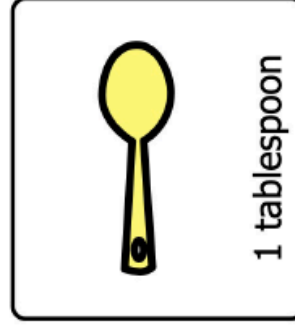
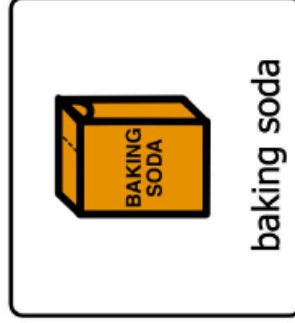
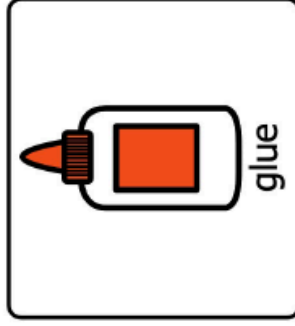
1

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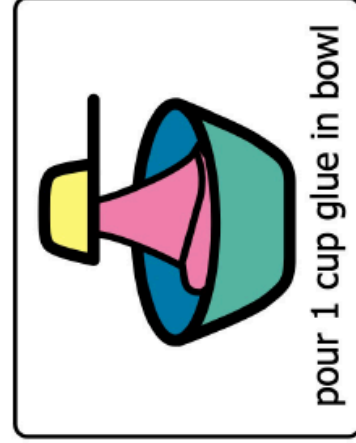
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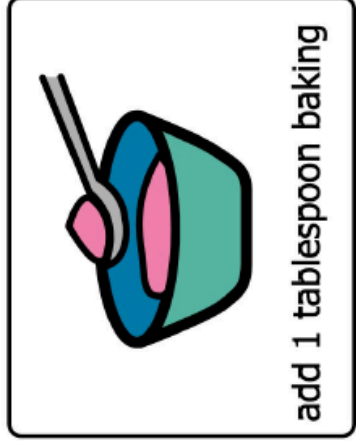
# Ingredients



# How to Make Slime



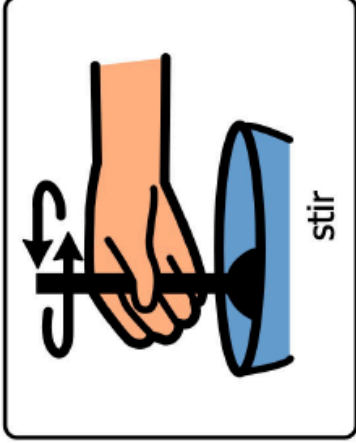
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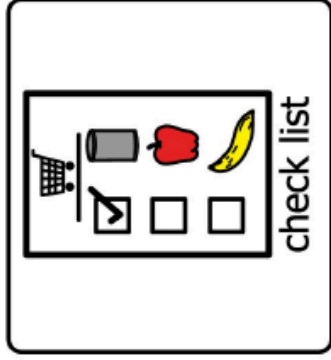


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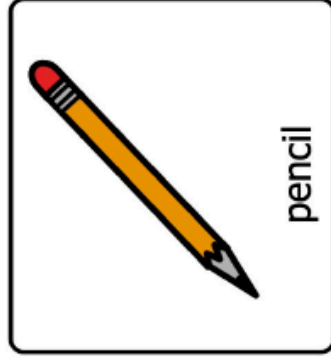


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# Materials



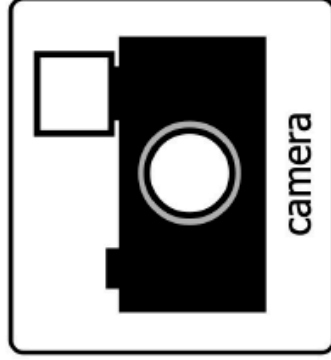
check list



pencil



magnifying glass



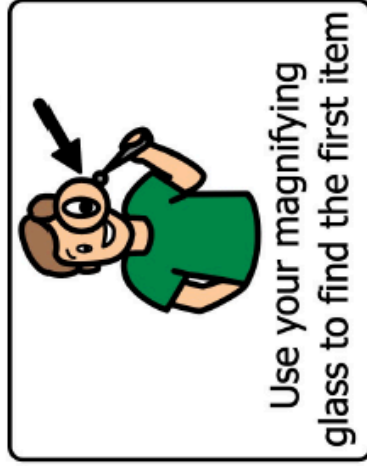
camera

## How to Play a Scavenger Hunt



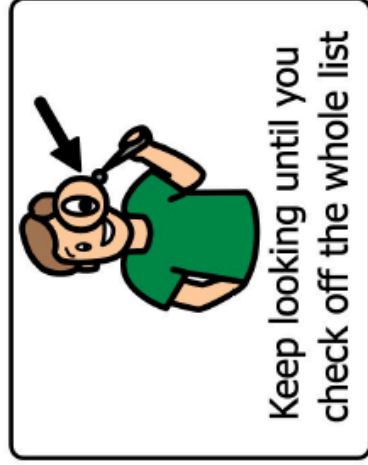
Check your list to see what you need to find

1



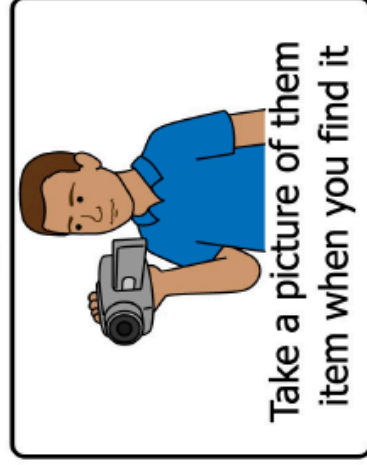
Use your magnifying glass to find the first item

2



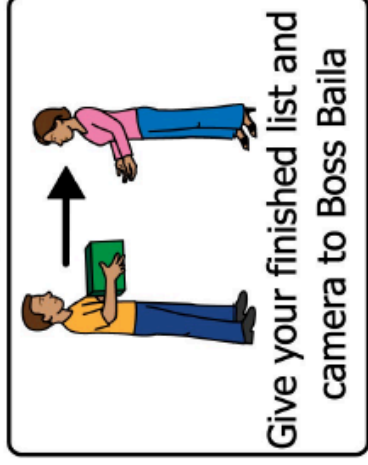
Keep looking until you check off the whole list

5



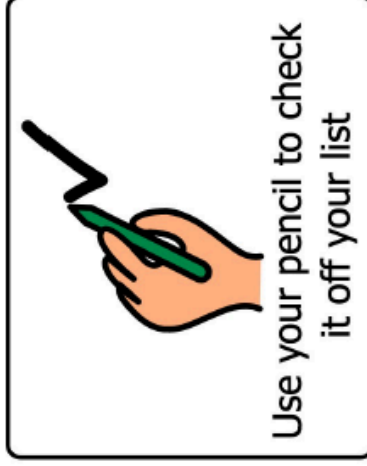
Take a picture of them item when you find it

3



Give your finished list and camera to Boss Baila

6



Use your pencil to check it off your list

4



# Transitions

## Why are transition supports helpful?

- Transition supports help provide campers with more information so that they know what to expect and where they are going
- Verbal input can be hard for campers to understand or comprehend fully – adding visuals helps clarify the expectation
- Transitions can be stressful because they are unpredictable – adding routines and structure can help ease transitions by making them more predictable and feel more safe
- Leaving a fun activity is hard, especially when it feels like a surprise and the next activity isn't as fun – providing a warning can help take away that surprise and adding something fun to the transition or to the next activity can increase motivation

Transition Tools	Explanations
Transition warnings	<ul style="list-style-type: none"> <li>• Verbal warnings that let a camper know when an activity is going to finish and where they are going next</li> </ul>
Visuals	<ul style="list-style-type: none"> <li>• Picture to supplement the instruction to transition to make the expectation clearer</li> <li>• Pictures of where the camper will be going, an all done visual to show that the current activity is all done, written instructions, a first/then board, etc.</li> </ul>
Timers	<ul style="list-style-type: none"> <li>• A visual timer or a regular timer so the camper can hear a noise</li> <li>• Set the timer when you give a verbal instruction to transition (i.e., when you are telling them they have one-minute left, set the timer and show them)</li> <li>• When the timer goes off, show them their timer is done and transition them</li> </ul>
Schedules	<ul style="list-style-type: none"> <li>• Portable schedules can be helpful for showing campers when something is finished while providing them with information of where they are going next</li> <li>• When something is finished, have them remove the picture from the schedule or cross it off and then point to what they are doing next</li> <li>• Bringing a mini schedule with you around activities can be helpful</li> </ul>
Transition Items	<ul style="list-style-type: none"> <li>• Transition items are preferred items that provide comfort or motivation when campers are transitioning</li> <li>• This can be a toy a camper likes to hold or something they like to transition in like a stroller, car, or wagon</li> </ul>
Routine	<ul style="list-style-type: none"> <li>• Make every transition similar by forming a transition routine to provide campers with the comfort of predictability</li> <li>• E.g., lining up before you go, turning off the lights before leaving the room, saying a familiar phrase whenever there is a transition (e.g., hands on top, that means stop), or singing a song while walking to your next destination</li> </ul>
Reinforcement	<ul style="list-style-type: none"> <li>• Provide motivation and reinforcement for campers to leave an activity – if something is fun, the next activity may not be motivating enough for the camper to stop what they are doing</li> <li>• Using a first/then board (e.g., first get off the swing and then I can piggyback you to karate) provides the camper with a motivating reason to stop the fun thing they are doing</li> </ul>



# Transitions

	Toddlers	Juniors	PIPs	Active/Social Adventures	Adventure Camp
<b>Transition Warnings</b>	Obvious environmental changes like clean-up song, turning off lights	Turning off the lights before leaving, playing a clean-up song, giving a count down	Turning off the lights before leaving, giving a count down	Obvious environmental changes like a clean-up song, turning off lights	
<b>Visuals</b>	Show pictures of the place they are going with the instruction	First/then board or pictures of where they are going with the instruction	First/then board	First/then board or pictures of where they are going with the instruction	
<b>Timers</b>		Set a timer for how much longer campers have at an activity	Set a timer for how much longer campers have at an activity	Set a timer for how much longer campers have at an activity	Use a timer or verbal warnings before transitioning
<b>Schedules</b>		Group/individual schedules of the day or a few activities	Group/individual schedules of the day or a few activities	Group/individual schedules of the day or a few activities	Use written schedules and encourage campers to check the schedule themselves
<b>Transition Items</b>	Wagons, the car, toys that campers can hold in their hands	Do something motivating during the transition like blowing bubbles while you are walking	Do something motivating during the transition like creating different challenges to do while walking	Do something motivating during the transition like blowing bubbles while you are walking	Do something motivating during the transition like creating different challenges to do while walking
<b>Routine</b>	Singing a walking down the hallway song	Singing a walking down the hallway song or holding hands to make different line shapes	Hold hands to make different line shapes, create a consistent line order, assign line leader and sweeper	Ask everyone to line up before leaving, take similar routes, change pictures on the door so they know	Create consistent rules or expectations for walking through the hall - e.g., stay with the group, not talking to others, etc.
<b>Reinforcement</b>	Do something motivating like blowing bubbles down the hallway	Reinforce for leaving the fun place and getting to go to the next place	Reinforce for leaving the fun place and getting to go to the next place	Bring token boards, and ensure there is reinforcement for leaving the fun place	Reinforce for leaving the fun place and getting to go to the next place

## P.S. about transitions:

- It is likely that these strategies will not work right away – it is important to implement them consistently to develop routines and predictability
- Not all of these strategies will work for every camper in every bunk – they may need to be tweaked or individualized to specific campers

## First/Then

### What is it?

A first/then visual/approach clarifies step-by-step instructions and can help motivate children to engage in a less-preferred activity, knowing that a preferred activity will follow.

Using first-then can also help teach logical sequences of events, e.g., “First wash hands, then eat snack.”

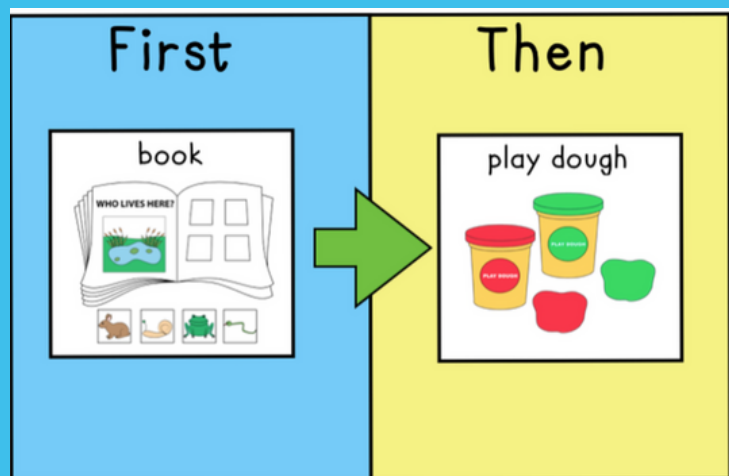
Using a first-then approach with older children can help eliminate the power struggle.

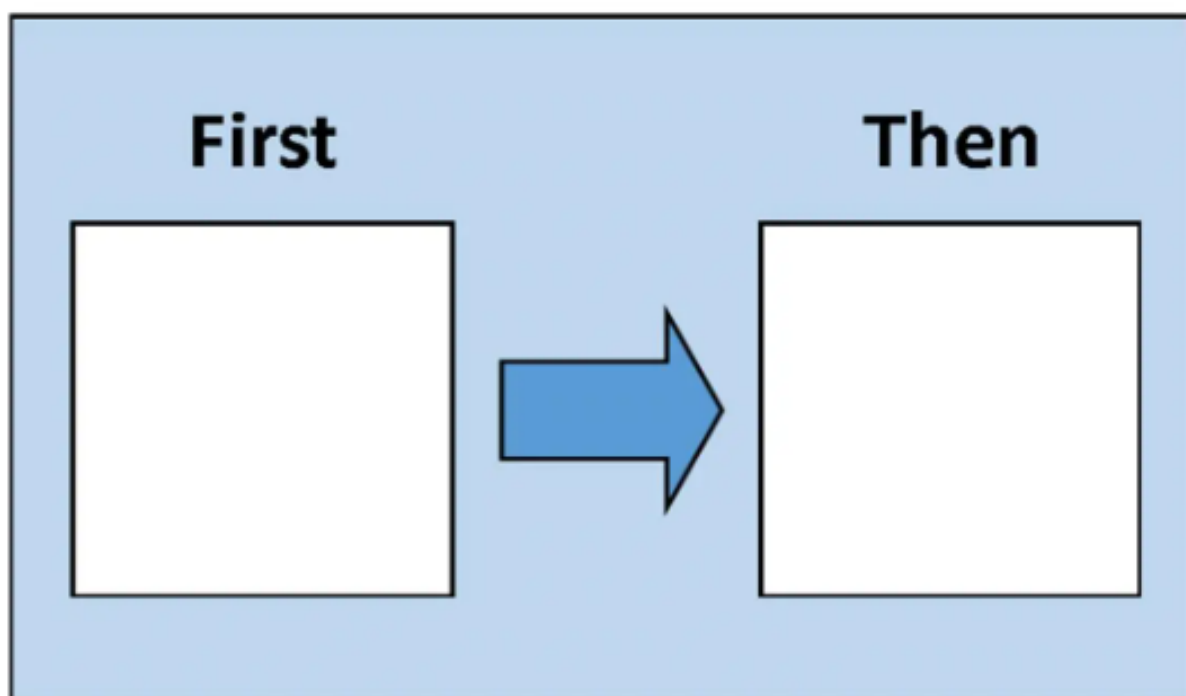
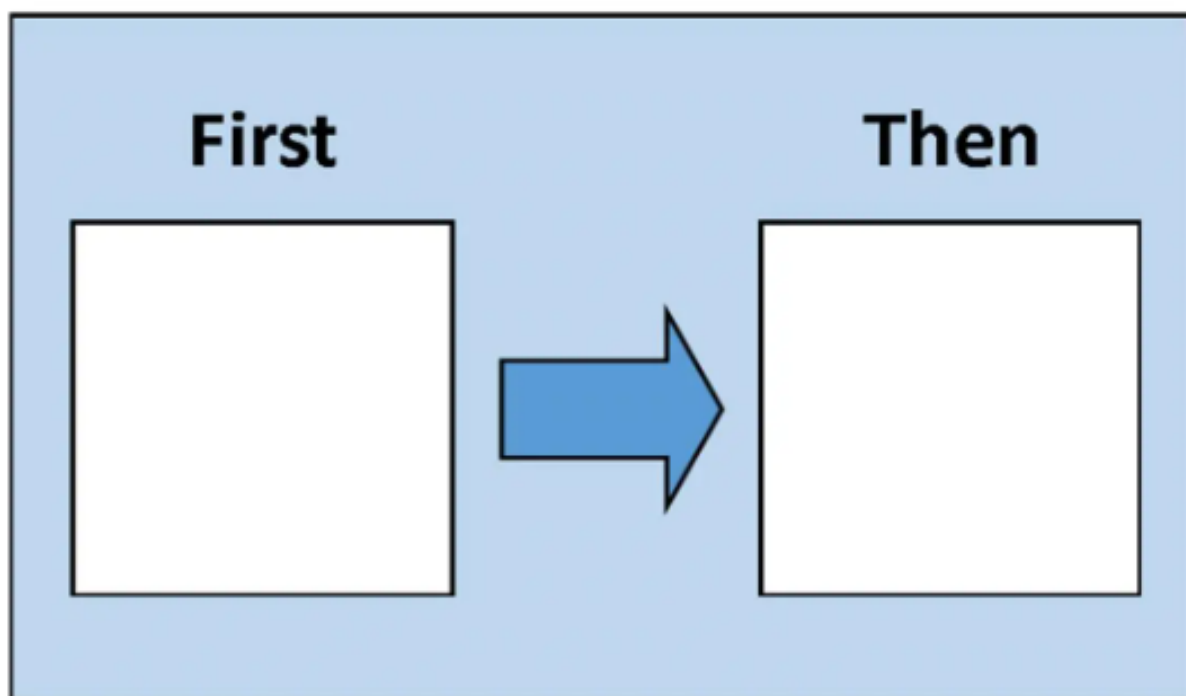
### But what do we actually do??

1. Decide which activities or items are preferred by the child. The child can assist in the selection of the last activity (then).
2. Present the first-then board to the child by labelling and pointing to the sequence (first put hat on then play outside).
3. Ensure the preferred element (then) is readily available once the activity is complete.

### Tips:

- Ensure the task/activity the child is being able to complete matches their ability.
- If using a visual keep the first-then always board visible to the child
- If the task is particularly difficult or non-preferred consider modifying it by breaking it down into smaller steps so the child only has to complete a part of the task before accessing the reinforcer





# Reinforcement Systems

## Why are reinforcement systems helpful?

- Reinforcement systems motivate campers to persist through activities that may be challenging for them
- Reinforcements can make a challenging activity more fun

## When should I use a reinforcement system?

- Use reinforcement when something is challenging for a camper
- E.g., transitions, specific routines, staying with the group

## What is a reinforcer and how do I choose one?

- A reinforcer must be valuable enough to the camper that they are willing to do something challenging to obtain it
- Reinforcers can be:
  - Time spent doing a preferred activity (e.g., playing on the iPad, sensory gym, playground, alone time with their favourite staff member)
  - A tangible item (e.g., small dollar store-type toy, stickers)

Do NOT use edibles (e.g., candy) unless specifically okayed by your BCBA

- Reinforcer must be delivered as soon as possible after it is earned, preferably immediately
- Campers can choose their reinforcer from a menu of options (you can use a visual choice board)

## What should I avoid?

- Do not remove a token or reinforcer once earned
- Do not bribe a camper with their reinforcer. In other words, don't use decide to use their reinforcer when behaviour gets "bad". Rather, use it preemptively when you know something challenging is coming up

# Reinforcement Systems

<b>What</b>	Token Board
<b>Who</b>	Can be used with any camper that needs it (difficulty participating)
<b>How</b>	<ul style="list-style-type: none"> <li>·The camper will earn a token (e.g., a sticker, a Velcro piece, tally mark) for a behaviour or group of behaviours. Once the camper earns all their tokens, they are given the larger/main reinforcer</li> <li>·Behaviours that can earn tokens are predetermined and individualized based on the camper and activity</li> <li>·The number of tokens to be earned are predetermined</li> <li>·You can (and sometimes should) provide more than just verbal guidance and encouragement (e.g., physical assistance with the task if appropriate, completing part of the task yourself)</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>·E.g., Camper struggles with getting dressed after swimming. You can provide a token every time they put on another piece of clothing. You are guiding and encouraging them through the activity</li> <li>·E.g., Camper has trouble transitioning away from a preferred activity. Provide tokens as they prepare to leave, leave the activity, walk to the new location, etc. They must earn their reinforcer upon completion of the transition.</li> </ul>

<b>What</b>	Group Reinforcement Systems
<b>Who</b>	Bunks with kids that can tolerate delayed access to a preferred item or activity, who understand rules about when they would get their preferred items/activities
<b>How</b>	<ul style="list-style-type: none"> <li>·If the entire (or most of) the group is having trouble with the same thing, a group reinforcement might be helpful</li> <li>·3 to 4 group rules are set at the beginning of the summer (e.g., listening the first time, acting kindly to others, staying with the group)</li> <li>·The entire group earns tokens towards the group reinforcer</li> <li>·Campers having a harder time will need tokens more frequently</li> <li>·As soon as the reinforcer is earned, the campers start earning tokens toward the next one</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>·E.g., everyone earning tokens during coding in order to go outside during bunk time</li> <li>·E.g., everyone earning points throughout the week to earn a pizza party on Friday</li> </ul>