



STAFF HANDBOOK

2019

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Mission: To create a welcoming, educational and recreational experiences for all children in a diverse environment, increase multicultural and social interactions, explore their Deaf identity and develop leadership skills.

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<p>CAMP SOL OF THE DEAF TRAINING MANUAL</p> <p>SUMMER 2019</p>
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Dear CSD Counselor,

This Training Manual has been prepared in the hope that it will help you to become readily familiar with Camp Sol of the Deaf, its administrators, and its accepted rules and regulations to be followed during the course of your stay.

We feel a deep responsibility toward our campers and their families. They are entrusting not only us, but you too, with their most valued treasure, their child. Therefore, every effort is made for the benefit of the campers.

You are their caretakers and surrogate parents for the duration of the camp. You are responsible for the campers' health and safety, both physical and emotional. Critical to this end, many systems are in place to insure their rights are protected during their stay.

The success of any camper depends primarily upon the counselors, for you are the ones closest to the campers, and you are the ones who will be training and giving them the opportunity to learn to live together, have fun, develop skills at activities, and to learn the value of service through camp responsibilities.

It is you who sets the example for your campers. As their role model, you must be willing to follow the rules as well as enforce them. You must always be consistent. These children look to you for leadership, friendship, guidance, and support. They look to you for help, encouragement and love. We are confident that you will be able to meet their needs.

To fulfill your obligations as a counselor, you will guide your campers in the proper direction and lead them to the realization that, through their camping experiences, they will become better equipped socially, emotionally, mentally, spiritually, and physically to meet the challenge of daily living as Deaf individuals.

We hope that, for you, CSD will be an exciting and positive learning experience – one that you will long remember and cherish. There are many of us who wish for more days in the summer. So, with only 5 days of camp, let's make every one count!

With warmest regards,
Rev. Bismarck Chau and Mayra Castro, Directors

1. Introduction and Welcome

Welcome to Camp Sol of the Deaf! We are anticipating an exciting week of activities for our campers, and you are an important part of the success. Excellent staff produces excellent programs, and that is our goal.

This manual has been prepared to give you the knowledge necessary to become an effective and responsible staff person. ***We expect you to read it thoroughly before the first day of camp so that you know the standards and practices of Camp Sol of the Deaf.*** It will also help you understand the philosophy and goals behind the program, your role, and the conditions as a volunteer or as an employee.

CAMP SOL OF THE DEAF
Empowering and Inspiring Deaf Children

2. Program Mission and Goals

Our Mission

To create a welcoming, educational and recreational experiences for all children in a diverse environment, increase multicultural and social interactions, explore their Deaf identity and develop leadership skills.

Program Goals

- To promote Deaf Leadership skills among children participating in this camp through Deaf staff members who are also positive role models.
- To encourage children to develop leadership skill and apply these skills in their respective communities.
- To expand their knowledge of Deaf Culture, American Sign Language and acceptance of diverse cultural groups.
- To provide enrichment activities in order to develop self-confidence within a safe environment.

3. Camp Overview

A. Camp Structure

Camp Sol of the Deaf will operate this year (2019) for one week (Sunday through Friday) at the Linwood MacDonald YMCA Camp in Sandyston, New Jersey. The day schedule starts at 8:00 am with Breakfast followed by various camp activities, presentations, meals, and snacks concluding all activities at 10:00 pm. A copy of the week schedule can be found on page 34 of this manual.

Camp Sol of the Deaf is extending the ages and splitting the camp into two groups Children ages 9 through 12 and 13 through 17. The campers will attend workshops offered by Deaf Professionals who will present on various topics on Deaf culture, Self-esteem, How to succeed in a hearing world, Safety in times of emergency, Arts, American Sign Language (ASL) Film Festival and of course all the activities that come with a Summer camp as swimming, canoeing, rock climbing, hiking, team building activities, and much more.

Operating a summer program is a team effort. Directors, Assistant Directors and Counselors work together to produce a safe and fun experience where campers can feel accepted, successful and energized. This team effort is strongly supported by the coordinating efforts of administrative staff to produce an outstanding camp experience.

B. Personnel Structure and Responsibilities

The following information gives the chain of command for the Deaf Camp program, as well as a general description of the responsibilities of each position. region, including the Camp Directors, Assistant Directors, and Counselors.

- **Camp Director**

This is supervisory work managing a recreation program and a broad range of services. Supervision of paid and volunteer staff, programs, operations and facility maintenance are involved. An employee in this class provides skilled leadership in specific functions in support of facility based summer recreation programs and activities. Work requires specialized program knowledge and is performed with considerable independence under general supervision but reviewed through reports and observation of program effectiveness by career staff.

- **Assistant Director**

This is supervisory and skilled work managing a specialized recreation program or directing the activities in support of facility based Camp programs. Supervision of other employees or volunteers is involved. Work is performed under the general supervision of higher-level employee.

- **Camp Counselor**

This is recreation work providing direct leadership in a recreation program at a facility based summer recreation program or activity. An employee or volunteer in this class may supervise a small specific function within a recreation program or may serve in a specialized capacity requiring specific skills, training, or experience. Supervision of other lower level employees and volunteers may be required. Work is performed under the supervision of a higher-level employee or volunteer and is reviewed through conferences and observation of performance or completed assignments.

C. Ten Tips for Success

Regardless of your role this summer, following these tips will make you a winner!

- Do everything with enthusiasm. It's contagious!
- Be a team player.
- Take initiative, and try new things.
- Maintain a positive mental attitude no matter what the circumstances.
- If in doubt, check it out! Many mistakes occur when people make assumptions.
- Reflect a "can-do" attitude.
- Focus your attention on the campers at all times. After all, that's why you're here!

- Always think in terms of safety first.
- Smile a lot.
- Have fun!

“If a thing is worth doing, it is worth doing well.”

4. Personnel Standards

A. Employment / Volunteer Expectations

▪ Conditions

- ❖ You must comply with state law requirements and undergo a criminal background investigation.
- ❖ You must have completed a Child Protection Certification
- ❖ You may not work until the hiring process has been satisfactorily completed.

B. Pre-Camp Training

- You are expected to attend pre-camp training that will provide you with many learning experiences designed to prepare you for the camp season. The pre-camp training is a hands-on training where you and other staff are fully involved. The purpose of these sessions is to enable you to:

- ✓ Become completely familiar with all phases of camp philosophy, objectives, operations, schedules, procedures, and responsibilities.
- ✓ Become acquainted and familiar with the Camp Sol of the Deaf staff in order to work together as a cohesive, cooperative unit.
- ✓ Focus on safety issues relating to campers, including how to provide a safe environment, what potential hazards to look for, and how to deal with emergency situations.
- ✓ Relate effectively to campers and focus attention on their needs and interests.
- ✓ Become familiar with the types of behaviors exhibited by campers and the corresponding behavior management and disciplinary techniques recommended for use.
- ✓ Learn how to create a positive camp experience that is rewarding and fun for the campers.
- ✓ Prepare the campsite for occupancy and use by setting up a First Aid station, creating signs and written camp rules, and storing equipment and supplies.
- ✓ You must verify that you have been trained in the appropriate health and safety procedures for your assigned camp.

C. Dress Code

- Because you represent Camp Sol of the Deaf to the campers and their parents, you are expected to dress in neat and clean clothes every day as follows: CSD staff shirt with jeans or shorts, sneakers (i.e., with closed toe and heel). Clothing such as cut-offs, halter tops, excessively short shorts that cannot be seen beneath your T-shirt, sandals or bare feet are considered inappropriate and will not be accepted at camp.

The CSD staff shirt may not be altered in any way or tucked up to reveal the midriff. The camp shirt that is distributed to campers may not be worn.

- As a safety measure, dangling or other jewelry that could catch on something □ such as earrings, nose rings or necklaces □ should not be worn at camp as they could cause injury.
- During swim activities, you are expected to wear modest and appropriate swimming attire, which includes one piece suits for females and swimming trunks for males. When providing supervision around the lake. **ALL Water rescues will be performed by the Linwood MacDonald Camp Staff.**

D. Standards of Conduct

You are expected to conduct yourself in a professional manner and comply with the standards and practices as specified in this manual while involved in CSD programs. The following standards of conduct must be strictly followed, and **failure to do so will result in release from your position.**

- All program standards and practices are to be followed at each camp.
- Tardiness and unexcused absences will not be tolerated.
- Jeopardizing the safety and health of the children and other staff will not be tolerated.
- The use of obscene language is strictly prohibited.
- No intoxicants may be brought or consumed on the premises before, during, or after the camp program, and coming to camp with alcohol on your breath will not be tolerated.
- Smoking is prohibited at all programs and at all sites.
- Unethical conduct - which includes the misappropriation of department funds, the misrepresentation of a position and/or responsibilities, sexual harassment (*see the Archdiocese of Newark Policies on Professional and Ministerial Conduct Pgs. 10 – 13*) or misconduct, insubordination or other inappropriate behavior - will not be tolerated.

Don't forget: Providing an outstanding summer experience for our campers is the goal, and it's your job to make it happen!

E. Staff Non-Compliance

Working in a summer camp is a highly responsible position involving the safekeeping of children. In keeping with its goal of striving for excellence, Camp Sol of the Deaf expects a high standard of conduct from its staff.

Failure to comply with the policies and procedures described in this manual is taken seriously, and disciplinary action will result. The Camp Director will use the staff action report to document the situation, and to provide coaching for improvement. *(See the staff action report on p. 33)*

F. Sexual Harassment Policy

- Every employee has the right to work in an environment free of all forms of discrimination, and sexual harassment is a form of discrimination that is illegal under federal, state and local laws. CSD has zero tolerance for sexual harassment.
- An abbreviated definition follows:
 - Sexual harassment is verbal or physical conduct that includes:
 - Unwelcome sexual advances;
 - Requests for physical conduct of a sexual nature; and
 - Any written, verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
- Sexual harassment includes, but is not limited to the following:
 - Requests for sexual favors; the use of threats or force to obtain sexual favors;

- Sexual propositions or innuendo;
 - Suggestive comments;
 - Sexually-oriented teasing or joking;
 - Jokes about gender-specific traits;
 - Unwelcome or uninvited touching, patting, pinching or brushing against another's body;
 - Obscene spoken or written language, obscene gestures
 - Display of offensive or obscene printed or visual material.
- An employee or volunteer who is subjected to sexual harassment, witnesses it, or has knowledge of it should immediately bring the matter to the attention of the Camp Director.
 - Any employee or volunteer who sexually harasses another staff member or participant will be automatically dismissed from the camp.

G. Program Facilities and Property Use

- CSD uses YMCA Linwood MacDonald facilities. Swimming, Boating, Archery, Climbing Tower, Zip Lining, and High Rope activities will all be operated by Linwood MacDonald Camp Staff.
- Program staff is responsible for the care and usage of these camp facilities and property, and care must be taken to avoid damage or waste.
- Personal use of equipment and facilities by staff is prohibited.

H. Program Evaluation

- In an effort to continuously improve the summer camp program, both participants and staff are given the opportunity to provide feedback at the end of the session or the summer camp.

- If you perceive a problem any time during the summer, you should ask for an evaluation form in order to suggest improvements and changes.

5. Security and Safety Procedures

The most important responsibility of all recreation staff is the safety of campers, Junior Counselors and staff. The following safety standards and practices are important in maintaining a safe environment and program.

A. Safety Plan for General Onsite Activity

- Every day camp must be in compliance with all local fire and safety code requirements, as prescribed by State and County regulations including having an evacuation plan posted.
- To provide an early alert to fire, fire alarms are located in all facilities utilized by Recreation Department day camps, and Camp Directors must be aware of their locations in the event of an emergency. An emergency evacuation drill will be conducted on the first day of each session.
- A minimum of one staff for every 10 or 15 campers will be on duty to provide supervision at all onsite activities.
- A minimum of one staff certified by a national organization in cardiopulmonary resuscitation (CPR) and First Aid must be on duty at all times during onsite activities.
- A phone (i.e., either a land line or a cell phone) will be available for use in the event of an emergency, and the phone numbers will be posted on the Critical Program Information sheet.
- Confidential Health information and emergency contact records will be maintained on site for all campers, staff, and volunteers.
- Attendance will be taken at strategic times throughout the camp day to ensure that all campers are properly accounted for. The attendance sheet is a legal document and should only have the appropriate check marks or A for absent in the boxes. All Campers must be registered for the camp to attend.
- Facility and equipment inspections will be handled by Linwood MacDonald Camp Staff.

- Protective gloves will be used when providing first aid care to avoid the possibility of contamination.
- To minimize risks that might result in injury, every safety precaution will be taken when implementing an activity including giving verbal instructions and precautions, having staff keep alert for potential hazards and having a First Aid kit on site.

B. Camper Safety

Here are some general guidelines for camper safety:

- Inform campers of the camp name, the name of the facility, and the names of the camp director and staff with an emergency phone number (as age appropriate).
- Teach campers to be alert to potential hazards, and keep them aware of the First Aid area by regularly referring to the location.
- Make sure that staff is always visible when working or interacting with campers. Visual barriers should never be set up that prevent others from seeing what is occurring.
- Be aware of the skills and general physical conditions of the campers at all times during their participation in an activity to avoid over-exhaustion.
- Know which campers are on medication at camp, and be alert to changes in behavior or other physical indicators. Only the Camp Nurse is allowed to administer medication at camp. Make sure an Interpreter is present when nurse on duty does not know Sign Language.
- Be aware of the dangers of over-exposure to the sun. Recommend to parents that their children use sunscreen and wear hats for protection from the sun. When campers are swimming, they should especially use sunscreen. However, **staff may not put sunscreen on the campers.**
- Use common sense and safety consciousness when setting up and conducting activities, constantly staying alert to potential hazards related to the facilities, grounds and equipment. Before conducting an activity, Linwood MacDonald Staff will explain the rules and proper procedures for using the equipment. Stop the activity if campers are getting out of control or are not complying with the rules, making the activity unsafe.

- Make sure that campers use equipment such as climbing bars, swings and slides only as intended. Do not allow anyone to hang upside down on the bars.

Always think in terms of safety first.

C. Site Safety

Providing a safe environment at camp is a critical component of the summer camp program.

Linwood MacDonald Camp Staff will be responsible to ensure site safety at your camp such as:

- Inspect equipment, furniture, supplies, appliances, facilities and grounds daily.
- Immediately report safety hazards to the Linwood MacDonald Camp Staff.
- Report any unusual or questionable situations and/or persons to your Camp Director.
- Make sure that an evacuation plan is posted and readily available.
- Secure the building when leaving the site, including checking lights, stove, etc. to be sure that everything is properly turned off.

Focus your attention on the campers at all times.

6. Safety Standards for Watercraft Activities

A. Safety Plan for Watercraft Activities

Any time a camp participates in a watercraft activity (e.g., canoeing, kayaking, etc.), additional precautions must be in place to ensure optimum safety for all campers, volunteers and staff.

Linwood MacDonald Camp Staff will be in charge of following Safety Plan for Watercraft Activities.

- Ensure that campers understand and follow all safety instructions given by the Linwood MacDonald Camp Staff and.

7. Health Procedures

A. Health Information Procedures

- For the safety and health of campers, JCs and staff, Health & Information forms must be on file at camp. Campers, JCs and staff are required to bring health forms on the first day of camp, and the Camp Director is responsible for collecting and alphabetizing them.
- Health information is confidential and only for use by camp staff.
- Health forms will be carried wherever the camp goes (i.e., the pool and on field trips).
- Prescribed medication should be administered by the parent at home. If medication is absolutely necessary for a camper, the parent must have a prescription authorization form on file at camp. Only the Camp Nurse is authorized to administer medication.
- All medications are to be locked in the medication box for safekeeping and kept with the Camp Nurse at all times.

B. General Health Practices

- Linwood MacDonald Camp has a designated First Aid area where campers or staff can go to receive first aid.
- Each cabin must have a well-stocked First Aid kit containing the necessary supplies to

properly treat minor injuries. The Camp Director must maintain adequate first aid supplies at all times.

- Parents must be well informed of health-related situations. As a general rule, an injury to the head, face, neck, or back _ or anything else that is at all serious _ requires a call to the parent.
- Protective gloves must be used at all times when applying first aid.

Be a team player.

- Staff should routinely observe campers for behavior, activity level, or any other changes in their physical condition that may indicate an emerging medical problem.
- If a camper needs to be taken to the hospital, the Camp Director or Assistant Director must accompany him/her.
- Camp staff must refrain from responding to medical questions from parents or others since the correct answer is not possible without a proper medical examination.

C. Communicable Diseases

- Staff must be alert to the possibility of a communicable disease and be prepared to notify parents of the exposure.

D. Precautions regarding Blood-Borne Diseases

1. Definition

A blood borne pathogen is any infectious agent whose method of transmission is through exposure to the blood of an infected person (e.g., bacteria, viruses and other germs that are carried in the blood stream). Blood borne pathogens that cause the greatest threat are:

- Hepatitis B Virus (HBV)
- Hepatitis C Virus (HCV)
- Human Immunodeficiency Virus (HIV), which is the virus known to cause the Acquired Immune Deficiency Syndrome (AIDS)

2. Hepatitis B Virus (HBV)

- The Hepatitis B virus is spread by contact with the blood of an infected person or by having sexual relations with an infected person.
- HBV cannot be spread by coughing, kissing, sharing utensils, eating or drinking food or water, or through other casual contact with an infected individual.
- Ways to protect yourself from HBV are: getting vaccinated; avoiding sexual contact; not sharing anything that might have blood on it; following standard precautions.

3. Hepatitis C Virus (HCV)

- Hepatitis C is a liver disease caused by the Hepatitis C virus (HCV), which is found in the blood of an infected individual. The infection is spread by contact with blood of an infected individual.
- HCV cannot be received by coughing, kissing, sharing utensils, eating or drinking food or water, or through other informal contact with an infected individual. There is no vaccination to prevent Hepatitis C.

4. Human Immunodeficiency Virus (HIV)

- HIV is the virus that causes AIDs, which is a disease that slowly destroys the body's immune system.
- HIV is spread by: sexual contact, contaminated needles, tattoos or other piercings from contaminated needles, transfusions (in rare instances), infected blood or bodily fluids coming in contact with an open cut or wound.
- HIV is not passed to another individual through contact with a toilet seat, a bite from a mosquito, tick or flea, or casual contact with an infected individual such as touching, sneezing, or coughing.

5. Protective Barriers

Critical to protection from blood borne pathogens is personal protective gear that acts as a barrier between the individual and the potential infectious material(s). Examples of protective gear that forms a barrier are: bandages covering all cuts and sores and then latex gloves, protective eyewear, face shields, aprons, CPR mask, caps and booties.

6. Standard Protective Procedures

Standard or universal precautions is an approach to infection control used to protect individuals from exposure to all human blood and other potentially infectious materials. The following procedures must be followed whenever assisting another individual in a situation that could result in exposure to blood or other bodily fluids:

- Wear personal protective gear in any exposure circumstance.
- Remove or replace any personal protective gear that is torn or becomes punctured.
- Handle and dispose of any sharp items that may be contaminated with extreme caution. Place the contaminated material in an appropriately labeled container until it can be decontaminated or properly disposed of. Never use bare hands.
- Remove personal protective gear before leaving the work area, and immediately wash hands.

7. Cleaning Up a Spill

When it is necessary to clean up blood or other potentially infected bodily fluid, the following procedures must be followed:

- Wear protect gloves during a cleanup procedure.
- Use ¼ cup bleach to 1 gallon of water, freshly prepared.
- Used disposable towels to absorb the spill.
- Place all cleaning materials in a biohazard container for safe disposal.

8. Immediate Implementation of First Aid

As soon as an employee is involved in an exposure incident (e.g., needle stick, human bite, cuts and abrasions, contact with blood or potentially infectious bodily fluid or materials), the following first aid procedures must be implemented immediately:
STOP – WASH – REPORT.

- **STOP** – As soon as an exposure incident has occurred, stop whatever you are doing as soon as possible. Do not delay.
- **WASH** – If blood has spilled on the skin, scrub the area(s) vigorously with soap and water for 15 minutes; or if water is unavailable, use a waterless antiseptic hand cleanser, to be followed as soon as possible with soap and water.
- If blood or bodily fluids has splashed into the eye, nose or mouth, flush the affected area with copious amounts of soap and water for at least 15 minutes.
- After washing the affected area, wipe with rubbing alcohol, hydrogen peroxide, or a fresh 1:10 solution of household bleach (if available and not older than 24 hours).

For needle sticks or lancet cuts (i.e., unless very deep or extensive), thoroughly wash the area with antibacterial soap and water. Squeeze the area to encourage bleeding, and then scrub the area with rubbing alcohol or hydrogen peroxide.

Take note of the amount of blood or bodily fluid that made contact to the exposed area and whether or not the skin is cut or otherwise broken.

Save any contaminated items for testing purposes and, if possible, obtain information from the source individual (e.g., name, address, phone number, medical history, and name of source's physician).

REPORT – The Camp Director must report the incident immediately (i.e., verbally and then in writing) to the Recreation Specialist/Camp Supervisor who will make a first report of injury and treatment.

Seek medical attention from providers, such as an Immediate Care Center, emergency room, personal physician or infectious disease specialist. Ask about Hepatitis B Immune Globulin (HBIG).

8. Emergency Safety Standards

A. Emergency Safety Plan for Injury or Acute Illness

In the event of an emergency involving an injury or acute illness, the Camp Director must follow these risk reduction measures:

Call 911 to summon emergency personnel and then call the Camp Office.

- Notify the parent or the parent emergency contact number.
- Isolate the scene to prevent further injury or illness.
- Have a staff person accompany the child to the hospital and stay until the parent arrives.
- Prepare a written report immediately but no later than 24 hours following the occurrence.
- In the case of an injury, correct the hazard immediately, if possible; study the occurrence to see if changes can be made to eliminate future injuries.

B. Safety Plan for Emergency Evacuation

As a safety precaution, an emergency evacuation drill must be conducted on the first day of every session as follows:

- Staff will escort the campers out of the building in an orderly fashion, and proceed to a safe area (i.e., at least 75 feet from the facility).
- All camp staff must remain with their camp group and take attendance.
- If all campers and staff are accounted for, the Camp Director will maintain order and follow the instructions of emergency personnel.
- If a camper or staff person is missing when the attendance is taken, the emergency personnel must be informed immediately, and staff must follow their instructions.
- When the emergency drill has been completed, the event must be recorded on the appropriate form, and a record of the dates of all emergency drills must be kept on location.

C. Fire or Other Hazard

If a fire or other hazard occurs, evacuate campers for their safety, following the Emergency Evacuation Safety Plan above. If you cannot stop the fire with a fire extinguisher or sand, call 911 for the Fire Department.

9. Swim Safety Standards

A. Expectations for Staff

- Although Linwood MacDonald Camp hires and trains lifeguards to monitor the activity at the lake, camp staff is expected to provide additional assistance to ensure that campers follow swimming safety guidelines. This expectation is because swimming is one of the most dangerous activities that occur during camp hours.
- You are on duty at all times while at the lake. It is required that there is one designated watcher for every swimming period, and this means that the responsibility of the camp staff is to support the efforts of the lifeguards. The Camp Director will rotate staff to watch at designated spots around the lake deck and in the water for optimum camper safety. In other words, swimming time is not a lunch break or for general socialization with other staff.
- Any injury or accident must be reported to the Camp Director and Linwood MacDonald Camp Director, and an injury/illness report must be prepared.

B. Attendance Procedures

- All campers will follow the count procedure of Linwood MacDonald Life Guard on duty. An interpreter will be assigned to interpret procedures to campers.
- While swimming, taking a head5 count is a good idea to double check that the same number of campers are getting into the lake and out of the lake.

C. Swim Safety Rules

The Swim Safety Rules listed below have been included in the parent packet that was sent to every camper. Staff should review these rules with campers before going to the lake, enforce them at the pool, and consistently model them.

- Before you leave for the pool, change into your swim suit (i.e., cutoffs, shorts or underwear are not allowed).
- You are expected to always pay attention to and follow the directions of the camp and pool staff.
- You may not run in the area around the lake area, push others into the pool, or take part in horseplay that might result in injury.
- On the first swim day of each session, a swim test will be given to determine whether or not you need to remain in shallow water.
- Once you are given the signal to enter the lake, you must remain in the area assigned to you after your swim test.
- You are to look out for your fellow campers, and call for help if he or she is having trouble in the water.

Campers + Water + *Inattentive Staff* = An Accident waiting to Happen *But . . .*

Campers + Water + *Attentive Staff* = Great Fun for Everyone!

10. Behavior Management

A. Preventive Measures

Implementing preventive measures is an important step in controlling inappropriate behavior. Here are some useful preventive measures to help you manage camper behaviors.

1. Structure the Environment

Ask these questions:

- Is space appropriate?

(Using a large gym for a storytelling activity may be overwhelming to many children.)

- Is the group too large or too small?

(Too many or too few campers can noticeably affect camper boredom.)

- Are there too many distractions in the room?

(An overly stimulating environment can often result in inattention and stress.)

- Is there a good program plan?

(If the program is boring to campers, they will lose interest and become inattentive or disruptive.)

- Have alternate activities been planned in case changes need to be made?

(If campers lose interest, a quick change of activity can restore their focus.)

- Is the activity plan too easy or too difficult?

(Finding the right level is important to keep campers satisfied.)

- Are the needs of the campers being met?

(Really listening to campers will enable staff to meet their expectations in most cases.)

2. Communicate Expectations

- Have you communicated the physical boundaries to the campers?

(Campers do best when they understand the limits.)

- Have you clearly stated the program standards?

(Being proactive often makes it unnecessary to become reactive.)

- Have you communicated the expectation that participants follow directions and try to participate in every activity?

(Starting with frequent reminders of the expectations often makes it possible to cut back on these prompts later.)

Have you clearly communicated that hitting, biting and other abusive or violent behavior directed toward other campers, staff, or the facility and equipment will not be tolerated?

Have you stated that self-abusive behavior will also not be tolerated?

(Participants need to understand to the best of their ability the expectations right from the beginning of the program. These expectations need to be realistic and achievable.)

3. Develop Consequences

Have consequences been planned in advance of infractions?

Have the consequences been communicated to the participants?

Do you consistently uphold rules and administer consequences?

4. Model Desirable Behavior

Are you a good role model; do you demonstrate appropriate behaviors?

Do you show respect and demonstrate good listening skills when the participant is speaking?

5. Be Consistent

Do you consistently enforce rules when participants test the boundaries?

Are you making rules ineffective because of your inconsistency?

B. Behavior Management Techniques

1. Definition

Behavior modification is a systematic, performance-based, evaluative method for changing behavior.

2. Techniques

The following techniques should be implemented to modify behavior:

Positive reinforcement rewards good behavior in a clear, direct and valued way and is an excellent behavior management technique. Examples of positive Reinforcement are:

Praise (e.g., **This could involve asking the participant to demonstrate something**) ;

Physical contact such as a hand on the shoulder or a high five when appropriate;

Actions that express caring;

Point system (*when age appropriate*);

Additional activities or free time for good behavior;

Stickers or treats (*when age appropriate*).

Verbal reinforcement is effective on most children and staff. Here are some great words and expressions that convey approval and provide positive reinforcement:

Fantastic Wonderful Yeah You look great
Perfect Terrific Exactly Congratulations
Oh, yeah Positively Sharp Very interesting
Way to go Okay Good for you. That's great
Fine Super That's better Nice going
Wow Nice job Fabulous You did it
Awesome

Add an exclamation point in your tone, and you have gone a long way toward reinforcing the behavior you want.

Nonverbal reinforcement can also be very effective in conveying a positive feeling. (*e.g., nod, smile, wink, thumbs up, or other gestures of approval*)

Direct Response

At times a direct response is a good technique. **Treating all participants equally is one possibility.** (e.g., "Everyone should keep their hands to themselves," does not single out one child, but may still get the point across.)

A person-to-person dialogue might be useful. In this case, an open conversation should be initiated that builds trust by first investigating the child's motive before enforcing discipline.

A direct command must be clear and specific (i.e., not "Stop that!" but "Stop tickling your neighbor."). It must be firm but not harsh, and the intent should be to redirect the child back to the activity.

Nonverbal techniques that also get the point across are:

Stand near the child without saying anything;

- Stare directly at the child with no verbal communication;
- Lead the child away from the situation;
- Remove the distraction.

Planned ignoring may be a good method for dealing with a participant who is “acting out.” Generally, the goal of the participant is to gain attention even if it means receiving negative attention. If you fail to satisfy the need for attention through “planned ignoring,” the participant will often tire of the behavior since his/her needs are not being met.

Consequences that are developed, communicated, and consistently enforced for inappropriate behavior are another excellent technique. Some suggestions are:

- Restrict favorite activities;
 - Make available a “thinking” chair;
 - Place the individual in a “time out” space;
 - Signal interference by flicking lights on and off or by placing a hand on the shoulder, etc.
- Avoid threatening disciplinary action that you have no intention of enforcing (e.g., threatening to leave a participant behind.)

Time Out is a good option when other techniques have failed. A designated “time out” spot should be chosen in advance, and this technique should be implemented in a step-by-step fashion as follows:

- Keep the participant in the same room (if reasonable), and return him/her to the group activity after only a few minutes when the behavior has stabilized and he/she appears “ready” to rejoin the group.
- If the behavior recurs, remove the participant from the room so he/she cannot be seen or heard and cannot see or hear the program activity. In this situation, a staff person must accompany or be able to observe the participant at all times. Discuss with the participant the behavior that resulted in removal from the group. Allow a longer cooling down time, and only return the participant to the group when he/she is calm.
- Be sure the time out is not actually a reward that allows the child to avoid a disliked activity.

Behavior Chart

At times setting up a behavior chart for a participant is an effective means of modifying behavior. A chart helps staff monitor behavior throughout the day, and the camper is continuously made aware of the need to control his/her behavior.

When preparing a chart, the points to consider are:

- Clarify the desired behavior (e.g., keep your hands to yourself and no hitting);

- State the positive as well as the negative consequences;
- Rewards might be a token system, a certificate or treats.

Behavior Agreement

Setting up a behavior agreement is a serious step involving the parent. Here are some suggestions:

- Use simple, direct language;
- State what is appropriate behavior;
- Include measurable goals (e.g., time frame).

When handling misbehavior, consistency is the key.

C. Implementing Behavior Management

When inappropriate behavior disrupts the program or is unacceptable to staff or participants, the following measures should be taken:

- Ask the participant to stop the inappropriate behavior (e.g., hitting, biting or other abusive, violent or annoying behavior).
- If the inappropriate behavior continues, administer suitable behavior management techniques as listed above.
- When redirecting behavior, verbal or physical abuse is never tolerated.
- The Camp Director is responsible to implement or see that appropriate behavior management techniques are implemented. All staff (i.e., paid and volunteer) are expected to uphold and assist in their implementation.
- The Camp Director should immediately begin written documentation of the behavior and incidents, and include the following:
 - Describe the situation that preceded the behavior;
 - Describe the actual observed behavior, using objective language;

- Describe the results of the behavior, including how staff and other participants reacted or were affected.

Note: The behavior management worksheet is a very helpful tool.

- If a participant displays a pattern of inappropriate behavior, the Camp Director should notify the Camp Coordinator. The Camp Coordinator will discuss the concerns with the Camp Supervisor who will determine whether giving suggestions for a new plan is sufficient at this time or whether a member of the Therapeutic Recreation Team should observe the situation.
- If the Camp Coordinator, in consultation with the Camp Supervisor, considers the behavior sufficiently disruptive, he/she will contact the parent/guardian to discuss the following:
 - Has this behavior been observed before?
 - If so, what tends to cause this behavior?
 - Is there a behavior management plan already in existence that effectively controls the behavior?
 - Does the parent have a recommendation for managing this behavior so the program can be successful for all?
 - After the situation is assessed, the Camp Coordinator will work with program staff to develop a behavior management plan.
 - The plan will then be shared with the participant, parent/guardian and staff for consistent implementation and an agreement signed. A behavior chart may be one way to implement this agreement.
- If disruptive behavior persists, a second meeting may be held with the participant, parent/guardian, program staff, and Camp Coordinator to discuss appropriate options.
- The Camp Coordinator, in consultation with the Camp Supervisor and in conjunction with the Mainstream Companion Manager of the Therapeutic Recreation Team, will determine whether dismissal from the program is necessary. If dismissal is the decision, the parent/guardian will be informed and, it will become effective immediately.

11. Services and Mandates

A. The Americans with Disabilities Act

CSD is committed to full compliance with the ADA (Americans with Disabilities Act). Auxiliary aids or services, however at this time, CSD does not have the capabilities to offer services to children with other disabilities other than deafness and Hard of Hearing.

B. Diversity

CSD recognizes the many diverse groups that live and work within its borders. It embraces the ideals that all individuals are accepted and included in the Department of Recreation, and it mandates that all staff and participants are treated fairly and equally. The County has a wealth of diversity, and it is important to be sensitive and respectful of the values, traditions and beliefs of all individuals. Diversity encompasses the recognition, valuing, and respect of all unique differences that exist in individuals including but not limited to: gender, race, color, ethnicity, national origin, religion, age, physical characteristics, sexual orientation, socio-economics, styles, comprehension abilities, and disabilities.

C. Child Abuse Mandates

At all times, you must be alert for potential signs of child abuse or neglect, whether sexual or physical. Refer to Archdiocese of Newark Child Protection Policies in Policies Manual.

1. Child Abuse Facts

- Boys as well as girls can be victims of sexual abuse.
- Sexual abuse also includes showing young children pornographic materials
- A large percentage of abused or neglected children are abused by people known to them, either a family member, family friend, or someone who has established a trusting relationship.

We take child abuse seriously. A criminal background check is made of all staff for offenses related to child abuse.

2. Symptomatic Behavior

Many children are not able to verbally express a sexual experience but may exhibit one or more of the following symptomatic behaviors that may indicate child abuse or neglect:

- Advanced sexual knowledge;
- Increased isolation from peers;
- Constant physical complaints;
- Consistently arriving without lunch or proper clothing;
- Unusual bumps, bruises or burns.

3. Steps to take if Abuse is Suspected

- If a child begins to discuss inappropriate sexual contact, listen to him/her carefully. Realize that he/she may not have the vocabulary to express sexual behavior, or he/she may not understand fully just how inappropriate the sexual behavior may have been.
- Try to write down the child's exact words immediately after the conversation so your reporting can be accurate.
- Do not express doubt or disbelief to the child. Children do not have the experience to make up sexual behavior, and cases of false reporting are extremely low.
- Contact the Program Supervisor immediately. Do not wait and do not discuss it with other staff. It is the law that you must report suspected child abuse. Child Protective Services or the Sexual Assault Services of the Health Department will be contacted.
- An interview will follow where it will be important for you to be as accurate as possible in detailing the facts as you know them.

D. Staff Action Report

The staff action report is used to record an incident involving a staff person. It serves as a warning and correction to the staff person for unacceptable behavior. The goal is to help the staff person understand the problem and modify his/her behavior. The staff action report becomes documentation of unacceptable staff behavior and the result may be release from staff position.

Staff Action Report

(For non-medical, adverse actions only)

Name of Staff:

Date:

Name of Reporting Staff:

Type of Staff Action:

- Failure to abide by signed Volunteer agreement
- Late arrival to program
- Unauthorized departure from site during program hours
- Inattentiveness to participants and/or program duties
- Irresponsible behavior affecting participants and/or staff
- Insubordination to program leadership
- Misuse/abuse of program equipment
- Other:

Explain:

Consequence of Staff Action:

Follow-Up: