

10. Camper Behavior Management Plan

Camp Rules:

HAVE FUN, WORK HARD, & BE NICE!

Statement of Purpose:

While campers are expected to abide by regulations set forth under the Pittsburgh Public School's "Code of Student Conduct," we realize that the structure of the Summer Dreamers Academy differs from programs offered during the normal school year. Therefore, we have developed a SDA behavior management plan to supplement the district's policies while meeting the demands of our campers and staff. The goal of this plan is to ensure that we are able to create and maintain a positive learning environment that will support our efforts to increase student achievement and personal growth among our campers. In order to meet this goal, we ask that you, our staff, join us in making our campers Promise Ready by contributing to their adoption of positive behaviors and character habits that we know will make them successful in this endeavor.

Camper's Rights

At the Summer Dreamers Academy, we want campers to be personally invested in the overall camp experience. Additionally, we cannot expect campers to be involved in an environment that excludes their opinions, while forcing them to abide by our rules and regulations. Therefore, individual teachers and their campers will work together to develop classroom rules, to give both parties a sense of ownership. We ask that teachers take into consideration infractions and consequences listed under the Intensity Levels, as well as incorporate the camp rules; Have Fun, Work Hard, and Be Nice.

Behavior Management Strategies

Hollywood Expectations

Keep your hands, feet, and unkind words to yourself.

Invite others to do the right thing with you.

Never give up doing what's right.

Give help to others.

Promise Dollars

At Camp Hollywood, we want to make sure that campers are rewarded for doing the right thing. Just like we receive a paycheck for doing well at a job, campers will earn "dollars" for attendance, working hard, having fun, and being nice. To track their behavior, we will use a behavioral leveling system called Dojo. It is setup to manage your classroom behavior. Teachers will access Dojo daily and give no more than 4 dollars per block, 1-attendance, 1-Working Hard, 1-Having Fun, 1-Being Nice. Dojo dollars will be redeemable for prizes in the Promise Store. Teachers with double blocks can give up to 8 dollars with a minimum of 2 for attendance. It is the teacher's responsibility to give those points before the class is over. Campers should be a part of this process and this should be used as a visual on the Smartboard so the campers will buy into it.

Teachers will rate their camper's behavior according to the following points for recognition on Mondays: 80 points=Superstars, 79-55 points=Supporting Actors, 54-31 points=Bit Players, and 30-1 points=Understudy. Teachers must have a bulletin board that reflects each camper's rating. All Superstar names will be recognized on Motivational Mondays during the ACM. Please review and celebrate camper ratings every Monday morning during first block. Campers ratings should match the following behavior:

- **Superstars** = a trustworthy consistent role model who needs no redirection
- **Supporting Actor** = accepts redirection, takes ownership, almost a Superstar
- **Bit Player** = inconsistently accepts redirection and ownership
- **Understudy** = does not accept redirection or take ownership, out of control

Promise Store

Campers will earn dollars that will be counted toward the purchase of items in the Promise Store. Please follow the recess schedule to find your academic or activity day to shop. The Promise Store will be open every day of the following weeks during recess:

7/5-7/8

7/11-7/15

7/18-7/22

7/25-7/29

8/1/16 only

Morning/Afternoon Circle

To incorporate the districts Restorative Practices model at Summer Dreamers, we will be implementing Morning/Afternoon Circle in classrooms/activities after arrival to Block #1 and after lunch/recess. Teachers will utilize this technique to get a temperature read on students, as well as build class community. During Morning/Afternoon Circle, campers will form a circle quietly and answer two questions. For the first questions, campers will share a "temperature" of how they are doing that morning. For example, a camper might say, "I am Understudy because I didn't eat breakfast this morning" or "I am a Superstar because my friend helped me off the bus this morning." The campers will use the Camp Hollywood Theme when identifying their "temperature." The second question will be a question of the day (Will be provided by DREAM Coach). The campers would then answer the question of the day: "My favorite part of camp is All Camp Meeting because I love to cheer!" (Question was What is your favorite part of camp?). Teachers will use their spirit stick as a talking piece that will be passed around to help campers take turns while speaking.

Character Traits

Individual campers that exemplify exceptional character, academic, and social skills, can receive Director Dollars during the ACM in addition to their Promise Dollars from Dojo. Teachers can give a shout out to recognize those campers exhibiting the following behaviors:

Character Habits

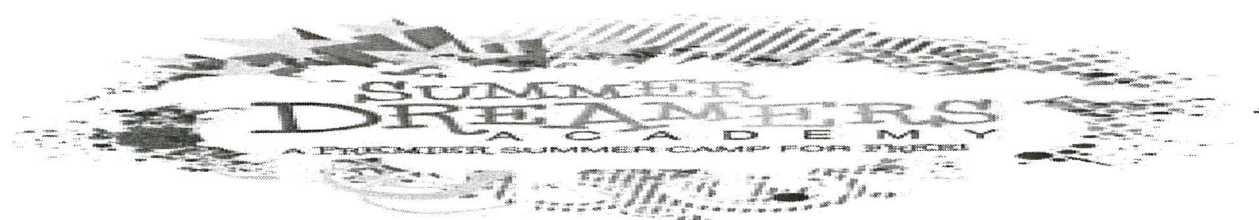
- Kindness to others
- Perseverance
- Owning your words and actions
- Redirecting others
- Trustworthy

Academic Habits

- Focusing
- Challenging yourself
- Quality work
- Active participation
- Working and trying hard!

Social Skills

- Being a good audience member - Eyes on speaker, no side conversations
- Having fun and working hard at the same time
- Dress code
- Time and place - voice volume based on situation
- Caring for and helping others
- Campers are expected every day, on time



In order to create and maintain a positive learning environment, the Summer Dreamers Academy recognizes that our staff is our most important asset. We appreciate your willingness to engage in instituting some of the best practices listed below and we hope that you find the following scenarios useful throughout the course of camp.

Do This

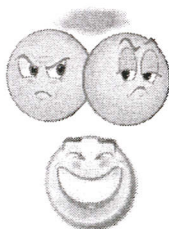
Use appropriate voices for appropriate situations; project.



Students have different learning styles. Attempt to incorporate examples in your explanation so that auditory as well as visionary learners can understand.



Turn that frown upside down! Remember that we are at camp and we want to emphasize the positive, getting the kids excited about becoming Promise Ready!



Not That

YELL! or lose your temper

Assume that all students have the same learning style

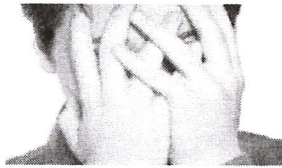
Be a Debbie Downer when you can be a Happy Harriett!

Do This

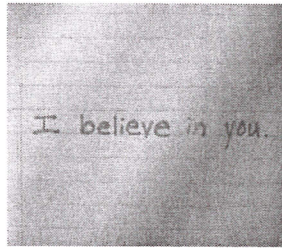
Think outside of the box!



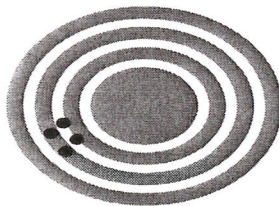
Pull campers to the side to address the concerns that you have with their behavior.



Praise, Prompt, & Leave;
Focus on what the camper has done correct, prompt campers by providing a clear guide to transition them to the next step, leave the camper to carry out the prompt, showing confidence in their ability



Be Consistent



Not That

Confine yourself and campers to one way of doing things.

Publicly reprimand campers.

Focus on the camper's mistake, use the words but, however, and instead of, hover over the student while s/he attempts to complete the task

Allow personal opinions to influence interactions with individual campers; Treat campers differently

Infractions

While we would like to focus on acknowledging positive behaviors displayed at camp, we understand that the issue of problem behaviors may arise. Furthermore, we understand that teachers may need to use discretion when categorizing and identifying camper behavioral infractions. However, please remember that this is a camp and the ultimate goal is for campers to interact with classmates and staff in a different manner than during the normal school year. This means that a certain level of movement, conversation, and camper interaction should be expected and is acceptable throughout the course of this program.

Summer Dreamers Academy defines infractions as any action or behavior that violates either PPS's "Code of Student Conduct" or the camp policies set forth in the SDA's Orientation guide. Below we have listed several categories of infractions and their subsequent consequences. Please note that this list does not include every possible infraction and that professional opinion and best judgment should be used for infractions not listed below. In cases where the infraction is not explicitly stated, please defer any final decisions or actions to the Dream Coach. In situations where multiple infractions have taken place, the higher level offense takes precedence. We ask that staff address all infractions and do so in a timely fashion with the appropriate consequence. This will be to the benefit of the camper committing the infraction, their fellow campers, as well as staff by helping to maintain a positive and safe learning environment. * Camp Leadership Team will have full discretion in dealing with any and all improper behaviors that take place at camp, on the bus or at bus stops.

Intensity One (Non-Referrable)

Definition	Examples of Intensity Behaviors	Possible Strategies
<p><u>Behaviors that:</u></p> <ol style="list-style-type: none"> 1. <u>do not</u> require camp leadership involvement 2. <u>do not</u> significantly violate the rights of others 3. <u>do not</u> appear chronic (more than 3 in a week) 	<ol style="list-style-type: none"> 1. Not following classroom rules 2. Active or passive defiance-refusing to follow directions 3. Refusal to do work 4. Not paying attention 5. Shouting out answers without raising hand 6. Unaccountable talking 7. Disruptive noises 8. Inappropriate language or tone/volume, giving feedback, or combative with staff 9. Teasing/name calling 10. Tattling 11. Non-verbal intimidation of other campers (staring, pointing) 12. Socializing with peers 13. Horseplay: wrestling, shoving, tag, play-fighting, hot-necking, running (any physical contact not designated as fighting) 14. Touching the property of others without permission 15. Cheating 16. Lying 	<ol style="list-style-type: none"> 1. Staff moves near camper-proximity control 2. Staff redirects or reminds camper what to do. 3. Staff gives verbal warning or puts name on board 4. Loss of promise dollars for not being nice 5. Staff moves camper to another place in classroom 6. Staff gives a Take Ten Time Out with partner staff in another classroom 7. Staff asks camper to apologize 8. Staff calls home with the camper 9. Staff sends written warning home 10. Staff ends the classroom activity for the camper 11. STOP, WALK, TALK <p style="text-align: center;">PARENT COMMUNICATION IS IMPERATIVE!</p>

Intensity Two (Possible Referral)

Definition	Examples of Intensity Behaviors	Possible Strategies
<p><u>Behaviors that:</u></p> <ol style="list-style-type: none"> 1. significantly violate the rights of others 2. put others at risk or harm 3. are chronic Intensity One behaviors 	<ol style="list-style-type: none"> 1. Chronic (more than 3) Intensity One behaviors 2. Stealing 3. Leaving supervision or leaving without permission 4. Improper behavior on the bus or at bus stops 5. Vandalism 6. Persistent defiance 7. Offensive body language or actions toward others 	<ol style="list-style-type: none"> 1. Staff calls home with the camper 2. Letter to parent written by camper 3. Possible referral to DREAM Coach <ol style="list-style-type: none"> a. Loss of shopping rights for the week b. Loss of recess or preferred activity c. Written note home d. ICE Room break e. Parent/staff f. Parent/staff/camper conference 4. STOP, WALK, TALK

Intensity Three (Referrable)

Definition	Examples of Intensity Behaviors	Possible Strategies
<u>Behaviors that:</u> 1. violate the Pittsburgh School District Code of Conduct policies. 2. are chronic Intensity Two behaviors. 3. require camp leadership involvement.	1. Chronic (more than 3) Intensity One and Two behaviors 2. Throwing furniture or dangerous items 3. Spitting or biting 4. Physical aggression (Fighting) 5. Sexual inappropriate behavior 6. Hazard behaviors/safety issues 7. Sexual harassment 8. Bullying 9. Staff assault 10. Tobacco Use 11. Drug use or carrying 12. Weapons use or carrying	1. Loss of promise dollars for not being nice 2. Staff calls home with the camper 3. Letter to parent written by camper 4. Referral to Dream Coach <ol style="list-style-type: none"> Loss of shopping rights for the week Loss of recess or preferred activity Written note home ICE Room break Parent/DREAM Coach conference Parent/Dream Coach/camper conference Parent/Director conference Parent/Director/camper conference Out-of-school suspension Expulsion

Preventive steps for staff in detail for Intensity Three behaviors that are not Chronic Intensity One or Two

- If camper is throwing furniture or dangerous items, spitting or biting, fighting (not horseplaying), sexual harassment, hazardous behavior/safety issues, bullying, tobacco use, drug use, carrying weapons, or staff assault, staff member should: call 601 or 602 to alert leadership for assistance.
- If a camper has a weapon, is in distress, and appears to want to do bodily harm to his/herself or others, immediately seek shelter to protect other campers and yourself. If you are able to, call 601 or 602, (or if necessary, 911) to alert leadership of an emergency situation.

