

Charlottesville Parks and Recreation



Robin and Mani's All Buddy Camp

Robin and Mani were a mother and daughter who were tragically and prematurely lost to all of us who knew and loved them. Robin was a devoted and loyal mother, daughter, friend and gifted special needs preschool teacher. Mani was a high school student with a zest for all life had to offer. They both loved music, art and dance. Each summer Robin taught a special needs preschool class in Albemarle County and Mani was always right there with her, helping in the classroom. Robin had a passion for helping young children acquire the social skills and problem solving skills they would need to get along with one another at school and in life. When Mani was in preschool friends and family would often ask her about her day at school and about friends she played with. Mani always told us "All buddy my friend, every day". Welcome to Robin & Mani's All Buddy camp. This is a wonderful tribute to 2 wonderful people!



“Big Buddy” Training Manual 2015

Mission statement

Robin and Mani's All Buddy Camp will help participants build self-esteem, develop better social skills and self-expression, make and maintain friendships, and improve fine and gross motor skills by partnering preschool students with disabilities with local high school students as 'buddies' in a holistic program centered on the creative arts, fun, and field trips.

Administrative Offices

Sarah Blech, Parks & Recreation 434-970-3264 or 989-9387

Administrative Staff

- Mary Beth Bajikar, Buddy Camp Director Cell 703-408-0742
- Rachel McLaughlin, Asst. Buddy Camp Director Cell 434-825-1855

Camp Location

Jackson Via Elementary School, Classroom 6
508 Harris Road Charlottesville, VA 22903
Jackson-Via School Phone 434-245-2416

Camp Dates & Hours June 15-19, 2015 from 8:30-1:00 (little buddies leave at 12:30).

Big Buddy Training Sunday, June 14 10:00am-2:00pm Triple C Camp

- 10:00 – 10:30 Introductions and icebreakers
- 10:30 – 11:30 Ropes/challenge course – Team Building!
- 11:30 – 12:00 Rachel and Mary Beth, Buddy Camp policies/expectations
- 12:00 – 12:30 Lunch
- 12:30 – 1:30 Diane Tallarico-Cavanaugh – Working with Students with Disabilities – How to Use Visual Strategies
- 1:30 – 2:00 Reflection, close, clean up

Welcome to 2015 Buddy Camp Training! We are very excited to have you all here this summer and look forward to a fun and amazing week together. Today's training is designed to teach you the essentials of what it is to be a great counselor and prepare you for any challenges and experiences that you might have as a Big Buddy. You have the opportunity to make a difference in the lives of children, to be their role model, and to ensure that every Little Buddy has the best week of their life!

Let's Get Started...

Buddy Camp Goals and Objectives:

1. Create a safe, healthy and fun environment for children.
2. Maintain an emotionally healthy environment for children to gain confidence, self-respect, and essential life skills.
3. Promote positive peer interaction among all participants.
4. Provide opportunities for youth to engage in art, music and leisure activities while introducing campers to a variety of new experiences and skills.
5. Create an environment that will foster ethical, responsible, caring young people. Teach them how to make positive and responsible choices.
6. Develop an understanding and mutual appreciation of persons of diversity.
7. Last but not least - HAVE FUN! Children will only have fun if their counselor is having fun with them!

Tips for Big Buddies

Use the following tips to enhance your ability to work with children and assist you in becoming a great "Big Buddy."

- ❖ Be patient. Be respectful. Be kind.
- ❖ Educate yourself about working with young children with disabilities.
- ❖ Ask questions if you are unsure about how to handle something.
- ❖ Be fair, young people have a keen sense of fair play.
- ❖ Be consistent; maintain your standards as children learn by repetition.

- ❖ Always be prepared to listen and be helpful.
- ❖ Remain calm under any and all circumstances.
- ❖ Be a role model, lead by example. Children are ALWAYS watching and listening to you. They look up to you and assume that whatever you do is right. Always be your best and so will they.
- ❖ Watch your language. Don't use profanity or inappropriate slang of any kind. Our goal is to teach children proper ways of communicating.
- ❖ Teach manners by saying, "please" and "thank you". Some children might not learn this at home so take the time to teach them about good manners. .
- ❖ Do not permit campers to be teased or bullied. Learn to sense a developing situation, and stop it before it starts.
- ❖ Give the children endless opportunities to shine. Each child has a special talent, ability or gift. It is our job to bring this out in each child.
- ❖ Use praise often. Be encouraging. Many children do not hear encouraging words often enough at home.

Parks and Recreation Photo Policy: Parent permission for photos is for use by Charlottesville Parks and Recreation ONLY. **Photos are not to be shared on social media sites by camp staff!**

Big Buddy Expectations: Policies & Procedures

Tardiness: The children arrive on time every day and you are expected to do the same. If you are going to be late, you must call Mary Beth or Rachel and inform them of your arrival time.

Illness: if you are contagious or ill and unable to work during the week of camp, you must call Mary Beth or Rachel.

Personal Calls: Outgoing personal calls should be few, if at all, and only when approved by Mary Beth or Rachel. **CELL PHONE USE IS NOT PERMITTED** during camp (this includes, texting, emailing, or listening to music). Cell phones must remain in a common drop area in the classroom. The only time cell phones will be allowed is on field trip days for safety purposes.

Dress Code: Appropriate dress for work is: wearing a camp shirt or other clean t-shirt or button up, shorts/pants/capris and tennis shoes. Open toed sandals are not recommended except during pool time. Dress will be casual, but demonstrate a positive professional image.

Clean-Up: All Big Buddies are expected to help clean-up the classroom at the end of each day of camp.

Drug/Alcohol/Smoking/Foul Language

No use or possession of drugs, alcohol or tobacco products on camp property will be permitted.

No foul language or inappropriate conversations will be tolerated.

Missing Child

If staff cannot locate a child, the site director will be notified *immediately*. If the child cannot be located within the area, the parent will be notified. The parent will decide if the police should be called.

Emergency Evacuation/Fire Drill Procedures

Follow exit directions posted in each room and wait at the designated safety area. Stay with your Little Buddy at all times.

Natural Disasters

In the event of a natural disaster, such as tornado, storms or flooding, the children will be moved to the safest location in the building. Stay with your Little Buddy at all times. Wait for instruction.

Illness or Injury of “Little Buddy”/ Blood Borne Pathogens

Notify Mary Beth or Rachel IMMEDIATELY of any injuries or illness and fill out an accident/incident form. Gloves are required when working with an injured child if there is blood.

Accident on the Job: If you are hurt while at Buddy Camp, notify Mary Beth or Rachel *immediately*. This needs to be done even if you do not seek immediate medical attention. Failure to do so might result in not being covered by insurance.

Our Daily Schedule: So, what are we going to be doing???

Monday, June 15

8:30-8:45	Arrival and Little Choices	Floam Wiki Sticks Coloring
8:45-9:00	Morning Meeting	Pass a stuffed animal
9:00-9:45	Get to know buddy	Scavenger hunt for items for nature prints activity
9:45-10:15	Outside Time and Snack	
10:15-11:15	Special Activity/Field Trip	Camp Song with Musicians
11:15-12:00	Art Activities	Silk Sun Catchers Nature Prints
12:00-12:25	Lunch	
12:25-12:30	Pack-Up and Little Choices	

Tuesday, June 16

8:30-8:45	Arrival and Little Choices	Dot Markers Play dough Dry Erase Boards
8:45-9:00	Morning Meeting	Pinky shake
9:00-9:45	Art Activities	Scratch Art Clay Take Pictures
9:45-10:15	Outside Time and Snack	
10:15-12:00	Special Activity/Field Trip	Make Dancing Streamers/Dance Demonstration
12:00-12:25	Lunch	
12:25-12:30	Pack-Up and Little Choices	

Wednesday, June 17

8:30-8:45	Arrival and Little Choices	Water Colors Chalk Beading
8:45-9:00	Morning Meeting	Puppet Greeting
9:00 – 10:45	Special Activity/Field Trip	Music Resource Center
11:00 – 11:15	Snack	
11:15-12:00	Art Activity	Carmen and Crazy Creatures
12:00-12:25	Lunch	
12:25-12:30	Pack-Up and Little Choices	

Thursday, June 18

8:30-8:45	Arrival and Little Choices	Shrinky Dinks Frames Fuse Beads
8:45-9:00	Morning Meeting	High Fives
9:00-9:45	Art Activities	Tie-Dye Color/Paint Portraits
9:45-10:15	Outside Time and Snack	
10:15-12:00	Special Activity/Field Trip	Ragged Mountain Hike
12:00-12:25	Lunch	
12:25-12:30	Pack-Up and Little Choices	

Friday, June 19

8:30-8:45	Arrival and Little Choices	Marshmallows and Toothpicks Aluminum Foil Sculptures Painting with Cars
8:45-9:00	Morning Meeting	Pass A Hug
9:00-9:30	Art Activities	Paint Clay
9:30-10:00	Outside Time and Snack	
10:00-11:45	Special Activity/Field Trip	Splash Park
11:45-12:30	Lunch	Buddy Camp Celebration Family Lunch Musicians
12:25-12:30	Pack-Up and Little Choices	

What Is Autism?

Autism is a word that refers to a wide range of developmental disorders that some people are born with or develop early in life. This group of disorders makes up what doctors call the autism spectrum. Someone whose condition falls within the spectrum has **autism spectrum disorder (ASD)**.

Autism statistics from the U.S. Centers for Disease Control and Prevention (CDC) identify around 1 in 68 American children as on the autism spectrum—a ten-fold increase in prevalence over the last 40 years. Careful research shows that this increase is only partly explained by improved diagnosis and awareness. Studies also show that autism is four to five times more common among boys than girls. An estimated 1 out of 42 boys and 1 in 189 girls are diagnosed with autism in the United States.

Autism affects the brain and makes communicating and interacting with other people (chatting, playing, hanging out, or socializing with others) more difficult.

People on the autism spectrum often have trouble talking and understanding language from an early age. It can be hard for them to play games and understand the rules when they are kids. As they become teens, people on the autism spectrum might have trouble understanding what clothes are cool to wear, or how to play sports, or how to just hang out and talk.

Not everybody with autism spectrum disorder has the same difficulties. Some people may have autism that is mild. Others may have autism that is more severe. Two people with autism spectrum disorder may not act alike or have the same skills. Some people with autism are especially good at music or computers or art — just like other teens. Others may have trouble with speech and balance and coordination (just like other people!).

About 40% of people with autism spectrum disorder have average or above-average intelligence. The other 60% have intellectual disabilities that range from mild to severe.

People with spectrum disorders often do things that seem unusual or repetitive, like saying the same word over and over or moving a body part in a certain way. When they do this, it's almost as if their brains have a case of the hiccups. They know they're doing it, but often have a hard time controlling it.

Sometimes people with autism may seem insensitive or look unemotional, but often they just don't know how to express how they're feeling. It doesn't mean they don't have feelings — it can just be more difficult for them to show those feelings or understand the feelings of others.

The most recent version of the *Diagnostic and Statistical Manual of Mental Disorders* version 5 (DSM-5) has just a single category for the diagnosis of an autistic disorder-- autism spectrum disorders, which includes the following disorders that were previously diagnosed as individual disorders:

- **Autistic disorder.** This is what most people think of when they hear the word "autism." It refers to problems with social interactions, communication, and imaginative play in children younger than 3 years.
- **Asperger's syndrome.** These children don't have a problem with language -- in fact, they tend to score in the average or above-average range on intelligence tests. But they have the same social problems and limited scope of interests as children with autistic disorder.
- **Pervasive developmental disorder or PDD -- also known as **atypical autism.**** This is a kind of catch-all category for children who have some autistic behaviors but who don't fit into other categories.
- **Rett Syndrome.** Children with Rett syndrome, primarily girls, start developing normally but then begin losing their communication and social skills. Beginning at the age of 1 to 4 years, repetitive hand movements replace purposeful use of the hands. Children with Rett syndrome are usually severely cognitively impaired.