



Table of Contents

Managing Behavior

First Things First

Pg. 2

Behavior Management

Pg. 3-18

1. Appropriate Behavior
2. Types of Discipline
3. Creating a Plan

Addressing Home Sickness

Pg. 19

ADHD/Add Basics and Tips

Pg. 20

First Things First

You probably have heard the saying that you can only make a first impression once. Successful behavior management starts with an intentional plan that begins with making a good first impression.

Start your plan now by filling in the information underneath the headings. The headings represent actions that will lead you down the path towards successful behavior management and a great first impression.

Be friendly & Interested

- How would you approach a camper you have never met? What would you ask him/her? Think about your body language and eye contact, what should this look like? How would you start a conversation?

Give Campers Lots of Support & Encouragement

- With partners, practice encouraging each other paying particular attention to skills or qualities you have observed or know about that person. In what areas do you think new campers would need the most encouragement and support? Discuss the power of encouragement and share your experiences.

Give Returning Campers Time to Reconnect

- How would you know if someone is new or returning? How can you facilitate healthy activities while at the same time helping campers to reconnect? How can you connect returning campers with new campers? Create scenarios and role-play these questions.

Set Routines and Ground Rules Early

- What are some basic non-negotiable rules and expectations that all campers are expected to follow? (I.e. Respect each other, play fair, ask before you use someone else's things... etc.)
- How would you communicate and enforce some of these basic rules and expectations? Create a list of your non-negotiable items and beside it list areas that you want your cabin group to discuss and come up with their own rules. Think about what these rules and actions will look like in action. Create scenarios and role play how you will enforce, support and encourage the basic rules and expectations.

Conduct a "Cabin Chat" Early (Cabin rules, Expectations, Agreements, Covenants)

- Picture your first "Cabin Chat". What will you discuss? How will you communicate the camp and cabin expectations? Will you allow the cabin to make up some of their rules? Make some time before campers arrive to start a cabin agreement/covenant leaving room for discussion and additions. What will be the consequences if a rule or expectation is broken? How will you communicate this? Discuss these questions in the large group and share ideas. Establish global camp rules and expectations for all campers.

Behavior Management

Overview of Session:

Part I:	Appropriate Behavior	(10 Minutes)
Part II:	Types of Discipline	(10 Minutes)
Part III:	Creating A Plan	(10 Minutes)

OBJECTIVES:

- Distinguish between acceptable and problem behavior.
- Identify tendencies when faced with behavior problems.
- Formulate personal strategies for managing behavior.

Part I - Appropriate Behavior

Pass out handout- "What Would You Do?" No matter how exciting our programs are, there will be times when the young people in our group behave in ways that interfere with our activities. Often this behavior is minor, the result of their natural exuberance getting a little out of hand. It may be annoying but not necessarily disruptive, requiring only a few words with the person to help them focus on the activity at hand. In other cases, more compelling action may be needed to maintain order in the group.

How does a leader know when discipline is necessary? What techniques should he or she use? For the next couple of minutes I'd like you to read over the scenarios presented on your handout. Think about how you might respond to each one.

Give the leaders a few minutes to think about the scenarios. Then discuss and propose solutions for each one. Ask leaders to define what is meant by "appropriate behavior."

In determining what is appropriate we should keep in mind that each person's behavior must:

* CONTRIBUTE TO THE SAFETY OF THE GROUP. Any action which puts the group or any of its members in danger of physical harm must be addressed.

* SHOW RESPECT FOR LEADERS AND OTHER GROUP MEMBERS. Young people need to show consideration for the feelings and ideas of others.

* ALLOW THE GROUP TO PARTICIPATE IN ACTIVITIES. There must be enough order for the group to do what has been planned.

Any action that interferes with these three goals is unacceptable and needs to be addressed.

Part II - Types of Discipline

When a young person's behavior (and attitude) becomes unacceptable leaders must act responsibly. There are three basic styles of discipline, two of which we must beware.

1. COERCIVE: Coercive discipline uses physical or emotional intimidation in response to a problem. This category includes yelling at the transgressor, ridiculing them, threatening, or physically striking them. Coercive discipline results in a fear of punishment, as well as feelings of rejection and low self-esteem.
2. PERMISSIVE: Permissive discipline is really a lack of discipline. It does not set clear rules or follow through on punishment, resulting in a disorganized environment. It generates feelings of insecurity and the impression that no one cares.
3. INDUCTIVE: Inductive discipline attempts to help a young person develop self-control by clarifying why a particular action is unacceptable, explaining the consequences of that action, and pointing out possible alternatives. It results in a stronger ability to make decisions, a feeling of security, and improved self-esteem.

Whatever our natural tendencies may be, we need to keep in mind that we represent Christ to our youth. In order to demonstrate His love we need to treat all young people with respect and help them develop self-control and a positive self-image. Those goals must remain consistent even in our discipline. Therefore, we need to develop a plan of behavior management that uses inductive discipline.

Part III - Creating a Plan


There are two factors which determine how effective any discipline plan will be: how well prepared we are as leaders and what techniques we practice.

Much of good discipline starts with us, the Adventure Corps leaders. If we are not clear about our responsibilities or are unwilling to perform our duties, then discipline is going to become more difficult, simply because there is resistance within our own emotions. We must first accept our role and the challenges that come with it. Wanting to be with the group is half the battle.

The vast majority of behaviors which we would consider inappropriate can be either avoided or minimized simply by being prepared and keeping youth actively involved in the program. When we eliminate "dead time" by having all of our materials ready to use and keeping our groups busy, we also avoid many problems that arise when someone becomes "fidgety."

Second, we must decide on a discipline plan and communicate it clearly to our group. Keep in mind that young people are extremely adaptive.

They do have the ability to learn what is okay and what isn't in a variety of circumstances.



Regardless of what their behavior is elsewhere, we must expect them to act appropriately while they are under our direction.

In formulating our discipline plans, we should be sure to consider three things: what our rules are, what the consequences will be for breaking those rules, and what the rewards will be for following them.

RULES should be kept to a minimum (usually no more than five). They should describe specific actions which can be easily observed and be worded in a positive way, such as in “always walk inside” rather than “no running indoors.

CONSEQUENCES should be appropriate for the severity of misbehavior, not too extreme (remember, we want to create a place that kinds want to come to). Possible consequences include verbal reminders (which are often adequate), time-outs, or a call to parents.

Take a few minutes to brainstorm other possible consequences with the leaders. When it is necessary to confront young people about their behavior, talk with them quietly, away from the rest of the group, and explain why their actions were inappropriate.

REWARDS should be balanced between verbal (praise or encouragement) and tangible (treats or privileges). *Again, ask leaders to brainstorm other possible reward methods.* As leaders we tend to acknowledge poor behavior more often than positive behavior. Be sure to recognize youth when they are doing the right thing and “catch them being good.”

Pass out handout “Personal Strategy.” I would like you to take a few minutes on your own to write down a specific plan for managing behavior in your own group.

When you have decided upon your rules, consequences, and rewards, be sure to explain it clearly both to the young people in your group, as well as to their parents and the other leaders in your corps.

Pass out handout - “When Prevention Does Not Work.” There may be times when, no matter how well-conceived our strategy is, certain youth will continue to exhibit problem behavior. In these cases it may be necessary to take a different approach toward the individual. The “Special Cases” handout includes a number of ideas which may help you when these situations arise. I would encourage you to keep it with your leadership materials for future reference. Keep in mind that each young person is an individual with a unique personality all his own. Use these ideas as guides, but take care not to attach any one label to a particular youth.

The key to a good discipline strategy is being consistent in enforcing rules and following up with consequences and rewards. We must treat all youth with fairness, holding them all to the same standard without dividing them into “good kids” and “bad kids”. Remember that God see them each as unique individuals, and so should we.



What Would You Do?

Sometimes in our work with young people we find ourselves playing referee, determining which actions are okay and which aren't. How would you handle the following situation?

Situation #1

You are using a dry cell battery, copper wire, and a light bulb to demonstrate electricity. As you are explaining electrical currents, John and Franklin begin talking to each other about a television program they saw last night.

Situation #2

You are running relay races between two teams. The last participants, Andy and Chris, sprint to the end of the gym and back. Chris finishes three steps ahead of Andy. Andy begins swearing and complaining that Chris' team cheated.

Situation #3

You are playing soccer with your troop. Charles and Scott are on opposing teams. As Charles tries to dribble the ball past Scott, he accidentally kicks Scott's shin. Scott believes Charles kicked him on purpose. He tackles Charles from behind and they begin punching each other.

Situation #4

As you are driving into the parking lot you see Mike and Steve in the ally tossing stones at one of the corps windows, which has cracked.

Situation #5

During a hike in the forest you notice that Jeremy has wandered away. You stop where you are and send an assistant leader back down the trail to look for him. He returns in ten minutes without finding him. Five minutes later Jeremy returns, saying that he followed the wrong trail. As he is talking, you detect an odd scent on his breath that you hadn't noticed before.



Personal Strategy

When considering discipline and behavior management, it is important that you have a strategy in place for dealing with any situations that may arise. Your strategy and actions must also have the approval of your camp director. “Rules to live by” are an important starting place for discipline. List your top five rules:

1. _____
2. _____
3. _____
4. _____
5. _____

What happens or should happen if one or more of these rules are broken? What are your consequences?

Just as it is important to discipline inappropriate behavior, rewarding good and proper behavior should be a priority. There may be verbal rewards and tangible rewards. List some examples that you use (or are planning to use):

Verbal Rewards

Tangible Rewards



When Prevention Doesn't Work

Sometimes, despite our carefully-designed discipline plans, young people will behave in ways that are troubling or disruptive. In these instances, we may need to consider using a different approach with them. Here are some ideas to help you when these situations arise. Keep in mind that each young person is an individual with a unique personality all his own. Use these ideas as guides, but take care not to attach any one label to a particular youth.

The following pages contain some ideas on dealing with young people who tend to be:

Shy/ Timid

Consistently Disobedient

Fearful

Emotionally Upset

Dishonest

Restless/Nervous

Sneaky/Quiet

Aggressive

Socially Maladjusted

Withdrawn

Shy or Timid

CHARACTERISTICS:

Young people who are shy or timid may:

- Have few friends.
- Have difficulty making decisions.
- Avoid contact with others.
- Perspire profusely.
- Talk in a very soft voice.
- Be fearful of adults.
- Never stand up for themselves or their ideas.
- Keep in the background - sit in the back of the room.
- Hang their heads or lower their eyes.
- Tire without apparent reason.
- Sit quietly most of the time.
- Withdraw and hang back.
- Seldom do anything to get into trouble.

Things to remember:

- Improvement will be slow and growth may be gradual.
- They need to know exactly what to do in each situation
- Pushing them into the limelight may make the situation worse.
- They should be encouraged and given many opportunities to participate, but never forced.
- Courage follows success

Things to try:

- Praise, notice, and talk with them.
- Encourage them.
- Treat them as a friend.
- Find occasions for errands - first with no oral message, later with a very simple message.
- Teach them skills that will bring praise from peers.
- Always call on them when they volunteer; show acceptance for their answers.
- Have a smile ready for them any time you can catch their eye.
- Keep the lines of communication wide open.
- Use puppets and have them talk for the puppet.
- Encourage them to become interested in some activity at which they can succeed.
- Keep things simple.



Fearful

CHARACTERISTICS:

Young people who are fearful may:

- Panic easily or get frustrated.
- Show anxiety.
- Withdraw.
- Tremble at the slightest provocation.
- Be moody.
- Be afraid of being hurt.
- Not take chances, always wanting to be sure before trying anything.
- Be extremely emotional.
- Fear criticism.
- Desire constant reassurance.

Things to remember:

- Fears may be imaginary.
- It is natural for most people to fear some things.
- Fears melt before affection.
- Fears diminish with maturity.
- People tend to lose their fears when they are happy and successful.

Things to try:

- Give them a sincere love and affection.
- Give them a variety of creative activities to release their fears.
- Explain that others also have fears but learn to live with them.
- Explain that most fears are imaginary.
- Have them write about things that make them afraid.
- Reassure them when they show fear.
- Give them work at which they can succeed to build up their confidence.
- Give praise for accomplishments



Dishonest

CHARACTERISTICS:

Young people who are dishonest may:


- Take things from other children or from the leader
- Steal even though they don't need the stolen item.
- Lie when they are caught.
- Lack respect for property.

Things to remember:

- Reports will outnumber actual thefts. Make sure it really happened.
- Most young people steal or lie at one time or another.
- Try to understand their actions.
- Sometimes young people lie to make themselves look better or to protect friends.
- Stealing, lying may be signs of something more important.
- Young people should not be allowed to feel they are getting away with dishonesty or stealing.
- It is not appropriate to publicize a young person's problem.

Things to try:

- Remove temptations.
- Show them that you still trust them, but do not condone dishonesty.
- Have them return anything they have stolen.



Sneaky – Quiet

CHARACTERISTICS:

Young people who are sneaky-quiet may:

- Cause a disturbance for which others are blamed.
- Seem to enjoy seeing others punished.
- Be untrustworthy.
- Act “innocent”.
- Watch for the right moment to cause trouble without being detected.
- Watch the leader out of the corner of their eyes.
- Say “I don’t know” to any probing question.
- Have few friends.

Things to remember:

- The young person may be afraid to do things openly, yet wishes to draw attention to himself.
- Extra rules and punishments may drive them further “under-ground”, only to spring up later.
- Their problem may go beyond overt behavior. It may be more deep-seeded.

Things to try:

- Praise them whenever possible.
- Give them duties that they can be successful at.
- Role play situations similar to what they may be involved in.
- Explain that they are responsible for situations they cause, even indirectly.



Socially Maladjusted

CHARACTERISTICS:

Young people who are socially maladjusted may:

- Have poor attendance.
- Be sullen and unhappy.
- Be indifferent and inattentive.
- Fail for no apparent reason.
- Achieve less than their ability indicates.
- Not be able to take defeat in a game.
- Feel “picked on.”
- Be jealous.
- Roam around the room, not stay in their seat

Things to remember:

- Improvement will be gradual.
- They will need patience and persistent effort from leaders.
- They may become aggressive or withdrawn.
- Rejection by others may slow their progress.

Things to try:

- Give them opportunities to work with others in small groups.
- Have them explain what the problem is when someone bothers them.
- Encourage them to work with others.
- Reassure them that they are accepted and important parts of the group.
- Give them a position of leadership in a group.
- Relate their difficulties to specific situations, not generalities.



Withdrawn

CHARACTERISTICS:

Young people who are withdrawn may:

- Be sullen, unhappy, worried.
- Avert eyes or ignore questions.
- Withdraw at one time more than another.
- Think their ideas aren't worth much.
- Have difficulty expressing themselves.
- Have a tense posture.
- Have a vacant expression.
- Show surges of hate, fear, affection, or anger.
- Have a short attention span.
- Quit difficult tasks early.
- Lack a sense of humor.
- Sit in the back of the room.
- Be easily upset, hurt, or discouraged.

Things to remember:

- The young person may be afraid to do things openly, yet wishes to draw attention to himself.
- Extra rules and punishments may drive them further "under-ground", only to spring up later.
- Their problem may go beyond overt behavior. It may be more deep-seeded.

Things to try:

- Praise them whenever possible.
- Give them duties that they can be successful at.
- Role play situations similar to what they may be involved in.
- Explain that they are responsible for situations they cause, even indirectly.

Consistently Disobedient

CHARACTERISTICS:

Young people who are consistently disobedient may:

- Be impossible or insolent.
- Talk back.
- Pay no attention nor follow directions
- Be the “I dare you” type.
- Be unhappy, worried, hungry.
- Want their own way.
- Rebel against all authority.
- Want punishment to gain attention for themselves.

Things to remember:

- Punishment is not necessarily the answer.
- These young people often have a following.
- They may try to rationalize their behavior by giving excuses for their actions.
- Rejection will not help.
- Public reprimands may aggravate the situation.
- If you threaten, you may have to deliver.
- Misbehaving to an extent is normal.
- Condemn the action and not the person.

Things to try:

- Separate them from their followers.
- Give them special responsibilities.
- Let them help build group standards.
- Develop an understanding with them.
- Encourage them to talk out their problems.
- Help them to make their own decisions.
- Avoid ultimatums.



Emotionally Upset

CHARACTERISTICS:

Young people who are emotionally upset may:

- Feel insecure.
- Be worried and fearful.
- Have a “chip-on-the-shoulder” attitude.
- Have emotional blocks to learning.
- Know something one day and forget it the next.
- Not respond unless they think they are right.
- Have a negative attitude.
- Imagine they are ill when nothing is wrong.

Things to remember:

- They need to release their tensions and express their emotions.
- Suppressing emotions may further aggravate the problem.
- A fight may release emotions.
- Emotional upsets have causes-- physical or mental.

Things to try:

- Let them express their emotions.
- Involve them in physical activities.
- Provide interesting books and magazines on a wide variety of topics.
- Give them tools to use.
- Let them express themselves in music and rhythms.



Restless or Nervous

CHARACTERISTICS:

Young people who are restless or nervous may:

- Be tense and easily upset.
- Pull or twist their hair.
- Bite their pencil, pick their nose,
- Bite their fingernails, tap their desk, swing their feet, etc.
- Cry easily.
- Have fears.
- Rock back and forth or shuffle their chair.
- Be constantly on the move, never still.
- Want to get frequent drinks or go to the bathroom.
- Wander aimlessly around the room.

Things to Remember:

- Tension in the leader can often cause tension in the group.
- Embarrassing them does not help.
- Leaders and other group members should not stare at their habits and mannerisms.
- The leader must accept and like them.
- They should not be forced to do things which are too difficult.
- The cause may be glandular.

Things to Try:

- Keep them busy.
- Praise them often to give them a sense of achievement and confidence.
- Ask them questions they would know the answers to.
- Be genuinely friendly.
- Overlook some of their minor habits.
- Involve them in physical activity.
- Be quiet and calm in dealing with them.

Aggressive

CHARACTERISTICS:

Young people who are aggressive may:

- Look for trouble.
- Want their own way.
- Be defensive.
- Blame others.
- Fight, hit, and pick on others.
- Bully others.
- Be quarrelsome.
- Disrupt routine procedures.
- Disrupt learning activities.
- Steal and lie.
- Destroy property.
- Be resentful, defiant, rude, sullen, or insolent.
- Talk back to leaders.

Things to remember:

- Improvement will be gradual.
- Be calm and patient.
- Their parents may not recognize the problem.
- Even with improvement, there may be setbacks.
- Overlook more than you see.
- Arguing will not solve the problem.
- Distinguish between overly aggressive and normal actions.
- Remember that fights may give them immediate relief from their pent-up emotions.
- Keep your own feelings and actions toward them in check.

Things to Try:

- Keep them busy.
- Give them large muscle activities.
- Give them simple but definite standards of conduct.
- Give them leadership responsibilities.
- Reprimand quietly, not in public.
- Make friends with them.
- Do not let them disrupt the entire group.



Home “Sickness”

Home sickness is not really an actual sickness. In fact, you may be experiencing this now! Where there may be many reasons for this, it is typically described as an intense feeling of missing home. This strong attachment to home occurs most often in younger children, but can occur at any age (including adulthood).

Here are a few reasons and causes why these strong feelings may exist. Becoming familiar with this short list will help you to address and even help to prevent these intense feelings from overtaking a child’s positive experience while at camp.

1. Strong attachments to family, friends, and pets.
2. Lack of friends at camp; feelings of being alone.
3. Being unfamiliar with camp, its routine and environment.
4. Feelings of inadequacy; lack of confidence in his/her abilities.
5. Trouble at home (divorce, abuse, having just moved or will be moving soon...etc).

In preparation:

1. Taking some of the causes from the above list, how can you interact with campers to help address, avoid or diminish the severity or likelihood of homesickness?
2. Role-play a camper who might be homesick and a counselor who is trying to help. Try demonstrating the best way to handle the situation and experiment with different camper emotions and scenarios. Discuss and give feedback.

ADHD/ADD Basics and Tips

ADHD-Attention Deficit with Hyperactivity Disorder
ADD – Attention Deficit Disorder

These two conditions make it difficult for a person to focus on any one thing. Their mind is literally paying attention to everything all at once! People with ADHD have the additional challenge of being hyper beyond their normal control. Both these conditions are difficult to diagnose and easily misdiagnosed, but what is important to remember is that if a person has either of these conditions it means the ability to choose one item to focus on its much more difficult without additional help and guidance. Please note that the condition is variable, meaning that a child can concentrate or pay attention sometimes, but not at other times.

Children with ADHD Tend to:

- View being wrong as “I’m bad” so they feel the need to always be right
- Show signs of high anxiety such as tics, rocking, fidgeting, talking to themselves, restlessness and tapping
- React poorly to surprises and unscheduled changes
- Need frequent prompts, countdowns and reminders

General Management Tips

- Present tasks one at a time with simplified instructions
- Give frequent reminders of instructions and expectations
- Use positive expectations (stating the desired behavior rather than what you want stopped). Combine this with frequent and immediate feed back
- Give incentives with praise. Don’t be afraid to change it up to keep their interest

Tips for your Cabin

- Keep cabin rules simple, positive and clearly posted
- Rehearse cabin rules & expectations frequently
- Adopt a hands-on approach to tasks and cabin community

Tips for Counselor-Centered Interventions

- Transition: implement 3-5 minutes warnings using countdowns. Plan ahead for this
- Keep the camper close to you as you help to direct their attention
- Use appropriate light physical touch and eye contact when talking to, or instructing them
- Campers will be their best when their time is structured, when you are consistent, and when they clearly know what is expected of them.
- Campers’ arrival (first day) is an important time to “set the pace” as you introduce them to the expectations you have of them and all the fun they will have at camp.