

## Daybreak 2010 Facts

- There are 29 campers enrolled in Daybreak.
- Twenty-one campers live in Cambridge.
- All campers have participated in a meaningful way in Week 1 activities.
- Nineteen campers are currently living in a single adult household.
- Six campers live in foster care/kinship settings.
- One camper is currently homeless.
- At least 5 campers have had psychiatric hospitalizations or CBAT (Community-Based Acute Treatment) in the past 18 months.
- Campers diagnoses include:
  - Post-Traumatic Stress Disorder
  - Mood Disorders/Bipolar Disorder/Depression
  - ADHD
  - Anxiety
  - LD/NLD/NVLD
  - Autism Spectrum Disorders (PDD, Developmental Delays)/Autism
  - Additional learning, language, fine motor, sensory processing issues
- More than one dozen former Daybreak campers have returned to camp as CITs or counselors.

## Daybreak Staff 2010

### Camp Administration

Mia Klinger-Powell, Ed. M.

21 years at Daybreak, LD specialist at the Walker School, parent

Elza Mathieu

3 years at Daybreak, 8 years at Cambridge Camping Association,

Graduated from Simmons College, Kindergarten teacher in a Boston Charter School

David Brand

3 years at Daybreak, graduated from BU in 2009 with English degree, worked with developmentally disabled adults and will teach English in Spain beginning in October

### Counselors

2 currently completing Masters programs in Expressive Therapy at Lesley

1 currently completing Masters program in Education at Boston College

4 graduated in May 2010 and are pursuing medical school, teaching, and the Peace Corps

3 currently undergraduate students (1 is a former camper)

### Counselors-in-Training (Mayor's Youth Employment Program)

1 will enter college in September at U Mass Amherst

2 are in high school in Cambridge

### Volunteers

2 former campers, both volunteering because of schedule conflicts

1 is the director's son who has attended Daybreak since age 3

1 is a parent/foster parent of six former Daybreak campers

## Daybreak: The Game

### Object

To develop our campers Inner wealth

Inner Wealth=Whatever it takes to cope, be happy, and grow within ourselves and with other people.

### Materials

Engaging program

Staff committed to making the summer successful

30 campers

### How to Play

Show campers that participating in activities and taking some role in the group is part of "Time-In"

Time In is when campers believe

- That they belong
- That they are valuable
- That they are competent

### Rules

#### 1) Toy R Us

We are by far children's favorite toy.

We can energize success rather than failure.

RESIST NEGATIVITY

#### 2) Camp as a Video Game

The rules are clear and predictable.

The game provides perfect structure and clear, consistent consequences at every level of play.

The child knows what to do to score.

The child becomes expert at NOT breaking the rules.

The game is ALWAYS in the NOW

#### 3) Create success that would not otherwise exist

Create the sense that just by showing up campers have succeeded (EXISTENCE=SUCCESS)

We create success by the way we choose to see things. (SHAMU)

**Time outs are ways to stop a camper when a rule is broken.**

- Be clear, but not angry
- Don't lecture
- Keep your voice calm
- Find success as soon after a time out as possible
- Keep it short

# Daybreak Day Camp

## End of Summer Report – 2010

**Name of Camper:** Joe Camper  
**Name of Reporter:** Mia Klinger-Powell  
**Names of Counselors:** Nazrah, Adam, Derek, and Melodie  
**Date of Report:** August 6, 2010

**Description of Group:**

Joe was in a group of six boys ranging in age from nine to eleven years old.

**1. Child's favorite activities at camp:**

- crafts
- swimming
- soccer
- building activities

**2. Child's greatest areas of strength in the camp setting:**

- creative
- able to express ideas, collaborate well with peers, and compromise around plans
- showed good self-control when frustrated or provoked
- uses structure and support well
- bright, engaging youngster with a good sense of humor

**3. Child's greatest areas of difficulty in the camp setting:**

- Difficulty ending preferred activities
- Can initially be rude and oppositional when given a direction or limit, particularly with less familiar staff members.
- Can become caught up in others' negativity and become agitated around issues that have little impact on his day

**4. Most effective techniques for working with the child in the camp setting:**

Joe thrives in the structure of the Daybreak program. He relies heavily on the predictability of the program and is vigilant in his attention to the announced schedule. For example, if the sequence of activities was announced at the start of the day, Joe would verbally confirm with his counselors or the camp director throughout the day which activities had been completed and what came next. Given previewing and explanation, Joe was able to manage changes in the plan without difficulty. Joe was quite sensitive to the tone of adult interactions and responded negatively when he felt as though adults were talking down to him. He responded best to clearly stated expectations and limits, rather than attempts to appeal to him personally or based on relationship. Redirection, direct appeals to change his behaviors, and short time outs (1-3 minutes) were effective in addressing oppositional behaviors or rude comments. Joe had no significant behavioral incidents during the camp session.

### **5. Areas of progress:**

Joe became increasingly comfortable with camp staff and better able to respond with flexibility to changes in staffing, programming, or the schedule. He expanded his circle of peers with whom he interacted, and was increasingly able to resolve conflicts arising in a game or activity in age appropriate ways. He was better able to seek adult help, and became less reactive to counselor intervention.

### **6. Recommendations:**

Joe would benefit from continued involvement in recreational opportunities. A Saturday class or vacation program in an area of interest might work well for him, providing an outlet for his creativity without the intensity of the "day-in day-out" relationships of school or an after school. An appropriate program must be able to address both Joe's strengths and areas of needs. He is a remarkably bright youngster who shines when given intellectually challenging tasks and open-ended projects. He is also a talented athlete and can participate positively in a group.

### **7. Comments:**

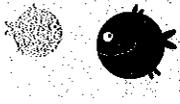
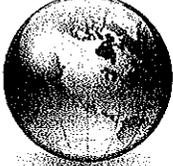
Joe had a great second summer at Daybreak Day Camp. We look forward to seeing him at reunions and would welcome him back for the summer of 2011.

**Copies of this report have been sent to the guardian and the referring professional. If there are any questions about this report, please contact Mia Klinger-Powell through the Cambridge Camping Association office:**

**99 Bishop Allen Drive, Cambridge, MA 02139, 617-864-0960  
Daybreak Day Camp is a program of the Cambridge Camping Association.**

# DAYBREAK DAY CAMP 2010

## WEEK 3: Lion Snakes

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:15	Morning Meeting	Snack and SWIM	Morning Meeting C.G.T.	Snack and SWIM	Morning Meeting
9:15-10:30	ALL CAMP FIELD GAMES & PARK TIME		ALL CAMP SCAVENGER HUNT 		
10:30-11:00	TOOTH GNASHER SUPER FLASH	 COME SEE THE ANIMALS AT THE STONE ZOO	GAMES		LOTS OF FUN AT HOPKINTON STATE PARK  (picnic)
11:00-11:30	MUSIC WITH ROB		BU REACH DANCE And Lunch	BACK TO SEE OUR FRIENDS AT FARRINGTON	
11:30-12:00	LUNCH				
12:00-12:30		And picnic lunch	STATIONS 	And lunch	
12:30-1:00	SPORTS CLUB IN THE GYM		GREECE 	READ ALOUD CHOICE	
1:00-2:00	TIME TO FLY	STORIES ALIVE 			
2:00-2:15	Time in the Yard	CHOICE			
2:15-2:30	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up