



GRC Madison Behavior Policy and Procedures

The mission of GRC Madison is to provide a safe space where all girls rock. In order to support that mission for all campers, especially campers with behavioral/emotional needs, we have developed this policy to outline the steps we will take to help guide campers to more appropriate behaviors when issues occur. This policy will be enforced by all GRC staff and oversight will be provided by the Girl Power Coach.

GRC Madison camper profile sheets will be reviewed prior to camp by the camp Executive Director/Music Director and Girl Power Coach. Campers with identified behavior concerns (impulsivity, attention difficulties, friendship issues, emotional/behavioral issues) will be highlighted. Parents/guardians will be contacted prior to camp by the Executive Director/Music Director or the Girl Power Coach to gain insight to the nature of the issues and the interventions used at home and school that appear to be successful with the camper. A Girl Power form (see page 5) will be completed and shared with camp staff prior to camp and discussed on the first day of camp with the camper.

Camp is conducted on a three level model of positive behavior support. Level 1 includes expectations and responsibilities expected of all campers, and little to no intervention is needed. Level 2 consists of reinforcing the expectations with gentle reminders and redirections for individual campers and possibly trouble shooting the campers issues (tired, hungry, frustrated, needs alone time, etc...). The goal is to empower the camper to participate with her peers. Level 3 consists of more direct/intense 1:1 discussions with a camper to sort out the issue, and work to bring them “back” to a place where they can participate and be successful.

Level 1 Expectations and Supports

On Day 1 of camp, after morning activities, the Girl Power Coach will discuss the Camper Code of Conduct with all campers. A list of what we DO and DON'T expect at camp will be shared and campers

will be encouraged to “add” to the list. Campers will be made aware of the schedule for the week and the expectation is that they will be at their assigned activity as directed by GRC staff.

Level 2 Supports

When a problem arises, an individual, gentle reminder of the expectation and redirection will be given to the camper/campers experiencing the problem. If staff find that the redirection given is not eliciting the appropriate response, the camper will be given a choice to take a break from the activity in a designated spot or talk to a staff member privately. At times, a break may not be a choice, but rather a direction to take a break will be given (I can see you need a break-come with me and I’ll show you where to chill for a few minutes). A break space will be available and campers will be made aware of the location of the break space. Campers should be informed on Monday morning that, when a camper is in this break space, they should respect the camper’s need for space and not approach or attempt to talk to the camper until they are back with the group. A staff member will escort the camper to the place and allow her to use headphones/iPod or just chill for 5 minutes. A staff member will then check on the camper to assess her needs (more break time/snack/issue to resolve) with the goal for the camper to return to the activity.

Level 3 Supports

If a camper does not follow the expectations and chooses not to participate in assigned activities, she will be provided two choices, (take a break/talk to adult or appropriately rejoin the activity) but the expectation is that campers are not to be leaving activities because they don’t want to participate (e.g. don’t like songwriting and more fun to hang out in a different activity). Choices will be used (you can either do A or B; e.g. you can either take a break in the break area or you can go back into the activity). *Sometimes a camper’s behavior is in response to emotions that she can’t identify, so we need to identify them for her and give her a break.* A camper that needs more intensive support will have a debriefing with the adult who was present when the problem occurred and the Girl Power Coach staff to assist in making positive future choices prior to rejoining the group. Another adult (band coach, band manager or Executive Director/Music Director) will ensure the other campers are supervised during this time. *If after returning to the activity, the camper continues to behave in a way that is not consistent with camp expectations, she will again have the choice of taking a break or taking privately with a staff member before returning to the activity. If a camper continually fails to follow camp expectations, a phone call home will be made and the camper will need to leave camp for the day.* **Things to be discussed/decided on: What does**

“continually” mean? How many chances does she get? How many breaks in a certain period of time is enough to warrant being sent home for the day?

Girl Power Form

The Girl Power form consists of information to discuss with the camper 2:1 (Girl Power Coach/other GRC staff) to elicit feedback from camper about what works for her based on her needs. This will occur immediately following the Day 1 expectation discussion. The ideas will be added to the Girl Power form and shared with adults so that everyone responds consistently. The other campers will continue on the next activity with adult supervision.

Communication by GRC Staff

If a camper is not following expectations, staff will elicit support from another band coach, band manager, or Executive/Music Directors for the other campers and discretely step aside with the camper to discuss the issue. For instance, if a camper is misusing the equipment, rather than redirect her in front of her peers, staff will ask her to come to a quiet spot and the expectation will be reiterated (I see you are misusing the microphone by swinging it around, please remember that the expectation is...). This may seem a bit of overkill, and of course if the situation is dangerous, intervention/redirection immediately is fine. Campers of this age range do not like to be singled out (hey, don't do that!) in front of peers, so this method is a respectful way to intervene, particularly for campers that have emotional issues and are sensitive to criticism.

Non-verbal cues for redirection are respectful of the campers need to not be singled out and proximity to the camper when not following expectations is a quick way to stop the behavior (e.g. instead of taking the camper aside, walk over to stand next to the camper and use a cue to stop the behavior, such as lightly touching the camper's shoulder, putting your finger to your lips so the camper knows to stop talking, etc). Cues can be set up in advance for all campers in your band (a rhythmic clap for EVERYONE to stop what they are doing and a group reminder the rules; a peace sign in the air to get attention; etc...).

Adult Attention

Our goal is to be positive with the girls. Some girls would prefer to hang out with adults rather than be in the activity assigned. While this may seem fine, we end up in a position where more girls want to join in

and we have campers not in designated places. We want to mentor and be positive influences, but we need to have common language and responses to campers. If, for instance, a camper comes to hang out with you while you are chilling in the hall, the first question after hello is to ask what activity they are in and does the instructor know they have left? If not, escort the camper back to her activity and confer with the instructor. If the camper refuses, the Girl Power Coach will be the first line of contact, and if unavailable, the Executive Director/Music Director should be asked to provide support. Remember, we want to provide positive attention. Some campers want ANY attention, so it's best to be kind and respectful, but short and sweet with redirection and reinforcement of expectations. Always praise the camper for making positive choices!

Communication with parents/Removal from Camp

Our goal is to keep campers in camp all day for the entire week. Fortunately, we have not had to remove a camper due to extreme misbehavior although there is the chance that this could occur. Removal of a camper from camp may occur if the camper acts in a way that endangers other campers or staff. Sometimes there are more subtle things (I hate myself, I want to die) may elicit an immediate call home. Also bullying and “mean” behavior will elicit a call at the end of the day. Extreme emotional responses (extended crying, anxiety, etc...) may elicit an immediate call. ****See Tier 3.**

Girl Power Form

Concerns based on Profile and Parent input:

Campers concerns about camp:

Camp expectations (in addition to the Code of Conduct):

Camper input/feedback:

If I'm crabby, it might be because...

When I'm not in a good mood, things that help me feel better are...

Plan of Action: (e.g. When I feel crabby, I will _____)

Signatures of Staff and Camper: