

Pre-Survey



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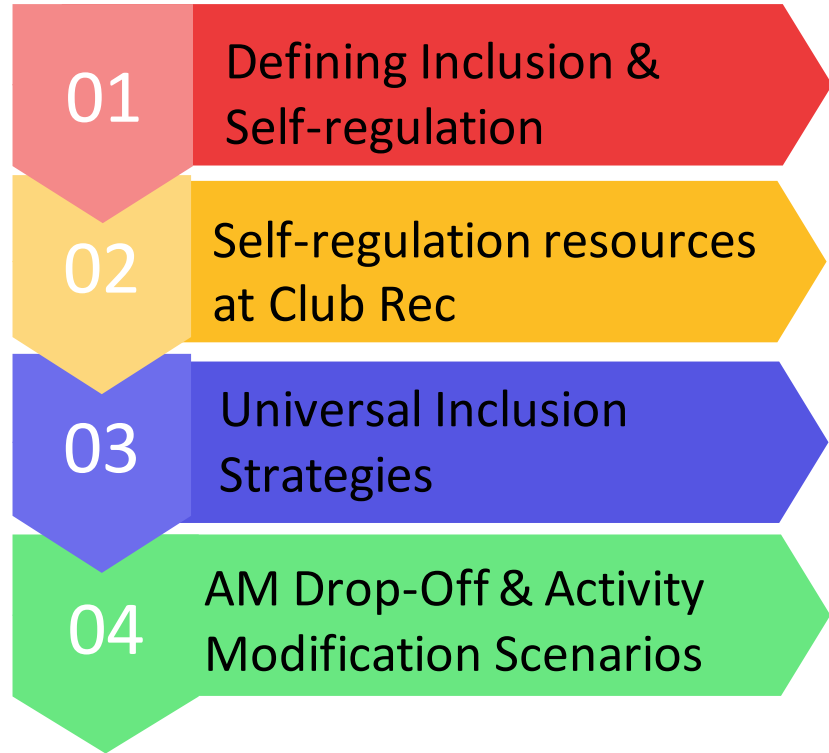
Club Rec Inclusion & Self-Regulation Training



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Adapted from Summer 2022 training created by Carlene Scaravaglione (Tufts Doctoral Student)

Training Outline:





Toss n' Talk

- Split into groups of 4-5 people
- One person starts with the ball and gently tosses it to someone in their group.
- Where that person's thumbs land is the question/prompt they need to respond to. If they prefer not to answer that question, they can pick another one.
- If they don't catch the ball, pick a question/prompt that is facing up when the ball lands.



What is Inclusion?

- **What words come to mind when you think about inclusion at Club Rec?**
- Poll Everywhere activity # 1
- Scan QR code:





Defining Inclusion

- At Club Rec, our staff members aim to offer programming that is open to all children, regardless of ability and provide all participants with the tools and supports they need to feel safe and successful to participate fully in all aspects of the program.



Defining self-regulation

- Self-regulation includes how we control our emotions, how we manage our social interactions and how we react, respond and behave when faced with stressful situations.
- At Club Rec, inclusion and self-regulation go hand-in-hand, as an inclusive program also supports effective self-regulation.



Why is self-regulation important?

Able to recover and bounce back when something doesn't go your way



- Losing at a game or being told 'No'
- Being assigned a new group at camp

Patience



- Waiting to board the Res bus

Manage emotions when facing a new experience



- Coming to camp for the first time

Create an action plan & follow through



- Preparing to transition activities and following through with those steps

Demonstrate appropriate & expected social interactions



- Takes turns with equipment and games
- Reactions and support of peers



Why is self-regulation important?

Understanding Self-Regulation  Early Years Foundation Stage

Self-regulation skills can include children being able to:

<p>Bounce Back When Things Get Difficult</p> 	<p>Plan What to Do Next</p> 	<p>Concentrate Their Thinking</p> 
<p>Monitor What They Are Doing and Adapt</p> 	<p>Regulate Strong Feelings</p> 	<p>Be Patient for What They Want</p> 

(Twinkl EYFS, 2021)



What makes self-regulation hard?

- Environmental stimuli
 - Sensory: too much, not enough!
- New experiences, people, places
- Feeling out of control
- Stress
- Disagreements with peers
- Social exclusion
- Physiological changes
 - Ex. tired, hungry, hot



Identifying emotions & self-regulation

Watch these videos...

- Video 1: [Nemo](#)
- Video 2: [Inside Out](#)
[Inside Out clip 2](#)

And consider the following...

1. What emotions do you see from the characters?
2. How do the characters respond?
3. Do the adults positively or negatively impact the main character's response?
4. How does this scene relate to events that may occur at Club Rec?



How do *you* self-regulate?

- Poll Everywhere Activity #2
- Scan QR Code





Club Rec self-regulation resources



STAFF SUPPORT

- Weekly learning topics
- Model behaviors
- Binder of activities & ideas
- Ask for help!
 - Inclusion director: Ellen
 - Program director: Ellie
 - Tufts student: Lexi
 - Supervisor: Matt



COOL-DOWN ZONES

- Calming jars & sensory play
- Mindful movement
 - (animal walks, yoga poses, play positions)
- Coloring pages
- Breathing exercises
- Puzzles
- Identifying emotions pre/post



RELATE & INTERACT

- Set clear expectations
- Reinforce positive behavior
- Inclusive language & universal design for inclusion
- Visual daily schedules
- Lead with curiosity
- Get-to-know-you & downtime games



Take Aways

- It starts with **us!**
- Before we can help campers regulate their emotions and behaviors, we must also be able to effectively regulate ourselves. Campers learn self-regulation in part through seeing it modeled by others. Remember, all behavior is communication. Don't think of it as 'bad' or 'good', think about *what* the behavior is telling us.
- We are all **different**, and what helps one person self-regulate may not help someone else! The ability to self-regulate will also change in **different situations** and environments.



Universal Inclusion Strategies

- Approach more hesitant participants to involve them in an activity/game
- Create **consistent** and **predictable** routines for campers
- Provide **transition warnings**
- Provide campers with **choices** and **time** to make a choice
- Use a **calm voice** when a camper is experiencing high emotions
- Use **simple** and **specific** language
- Give campers **positive verbal feedback**



Morning Drop-Off

- Practice example scenario:
 - **It is the first day of the week at Club Rec and it is time for morning drop-off. Your group of campers are starting to arrive. What can you do as a counselor to welcome and engage the campers and families as they arrive?**



Activity Modification

- **What is it?**
 - Changing parts of an activity to better meet the needs of all campers in the group
 - This may involve finding ways to make the activity easier or more challenging
- **Why is it important?**
 - Can help increase successful participation of campers in activities
- **What to look for? What to consider?**
 - How are the campers feeling? (Feeling frustrated? Bored? Overly competitive?)



Activity Modification

- Practice example scenario:
 - **In your group of 7–9-year-old campers, one camper is hesitant to participate in a drawing/coloring activity. What are some strategies to encourage the camper and keep the camper engaged in the activity?**



Optional Questions

1. What are some of your concerns about working in an inclusive environment?
2. What kind of information/support do you think might be helpful for you?

Any Questions?

References

The Yellow Spot - Top Corporate Training Company. (2020, November 25). *Finding Nemo - Swimming out to Sea* [Video]. YouTube. <https://youtu.be/GEjApX4L1CI>

Twinkl EYFS. (2021, September 3). *Self Regulation in the Early Years* [Video]. YouTube. https://www.youtube.com/watch?v=Ejv_1botGpw