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Targeting Social, Academic, & Transition Needs of Young Teens with Autism Spectrum Disorder



Guest Editor: Trisha Self, PhD

**In partnership with American Board of Child
Language and Language Disorders**



Camp Campus: A Guide to Facilitating Student Success in Higher Education

Kay Hagedorn, MS, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com





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Camp Campus: A Guide to Facilitating Student Success in Higher Education

- August 10, 2018
- Kay E. Hagedorn
- Clinical Associate Professor
- University of Wisconsin-Eau Claire




Disclosure

This speaker will receive a financial incentive for her role in this webinar. This speaker has a financial relationship with the partnering institution associated with their respective camp.

Kay Hagedorn: *Financial*—Employee of the University of Wisconsin- Eau Claire. Receives compensation for services delivered at Camp Campus. *Nonfinancial*— No relevant non-financial relationships.



Acknowledgments

10 Years of camp campus would not be possible without our team-

*Julie Miller

co-coordinator

*Amy Hilbert and Emily Axelson

co-directors

*campus and community support

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Learning Objectives

- After this course, participants will be able to:
- Identify the aspects of High Functioning Autism/Asperger's syndrome that validate a camp service delivery model option.
- Describe the characteristics of ASD that are a roadblock to success in post-secondary education.
- Describe the essential pieces of planning and implementing a camp-based service delivery model.
- Explain the methods and systems that are options for use when documenting the evidence to determine camp success.

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AT A GLANCE..


- ❖ History of this camp
- ❖ Establishing the need
- ❖ Camp planning and IMPLEMENTATION
- ❖ Avoiding Pitfalls
- ❖ Reflecting on camp
- ❖ Summary and Q & A


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History of Our Camp Campus





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CAMP CAMPUS OVERVIEW

- **Initial Grant**
- Project funded by the Wisconsin Department of Health and Family Services through a Medicaid Infrastructure Grant (CFDA #93.768) (2006-09)
- **Primary Goal**
- Pilot a service delivery model for adolescents with AS and their families that would bridge community agencies
- **Third Year of the Grant**
- Proposal contained plans for Camp Campus as a result of interest from around the region. Parents/students looking ahead to HS graduation and employment.
- Camp just completed its 10th year.

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Establishing the Need



MEETing Needs

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continued



Target Population

Young adults on the Autism Spectrum-Asperger's syndrome/High functioning autism



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continued





Executive Functioning


Winner, 2000

- ❖ Planning/organizing/prioritizing
 - ❖ Managing daily activities, planning and breaking down tasks into smaller steps
- ❖ Revising and being flexible
 - ❖ Changing an established routine and/or responding to changes outside of control
- ❖ Inferential social cues
 - ❖ Understanding interpersonal interactions within an environment
- ❖ Initiation
 - ❖ Starting an action or process (e.g., peer interactions)

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continued



Establishing a Need – Camp Campus

High Prevalence

- 1 in 59 will be diagnosed with ASD by age 8
- One of the fastest growing disabilities in US.



Social interaction struggles


- Strong language & academic skills
- Struggle with social interactions that threatens independence
- “hidden disability”

Social integration & employment



- Relationships & employment hinge on effective interactions
- 9/10 adults with Asperger's are unable to hold a job or are underemployed.

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Think About...ink About...

Reflect on your camp experiences...

Day camp, summer camp, VBS,
horse camp, band camp,
language camp...

Positives... negatives... successes...
challenges... achievements...
disappointments...

What is your attitude towards “camps” ?

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Camp Theory

“CAMPERS ARE ENCOURAGED TO TAKE SAFE SOCIAL, EMOTIONAL, AND PHYSICAL RISKS, GRADUALLY PROGRESSING FROM SIMPLE ACTIVITIES...TO MORE COMPLEX.”

MISHNA, 2005

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The Benefits of a Camp Setting


<https://www.acacamps.org/press-room/benefits-of-camp/skill-development>


Feelings of:

- Independence- making decisions, away from home (maybe for the 1st time)
- Belonging- fitting in
- Competency/Success- “can do”!
- Friendship- making long-term friends

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Planning & Implementation Processes



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Camp Planning

Starting in January

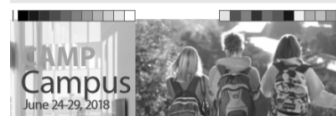
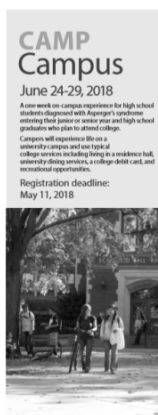
- Planning meeting- assign responsibilities, debriefing- keep/modify/expand/eliminate
- Update all media- brochure, Save the Date, D2L
- Schedule dates for additional meetings- including mentor orientation
- Contact key support staff outside our core- 2 graduate students, fitness, recreation, UWEC director of SSD, food service, dorm, risk management, local credit union, UWEC admissions office
- Schedule additional rooms
- Solicit area businesses for donations
- "Hire" Lead Mentors
- "Hire" remainder of Mentors
- Field questions and accept applications
- Accept Campers and plan their meetings
- Send out information packet
- Order end of Camp awards
- Order t-shirts



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Camp Prep!



The Power of **AND**



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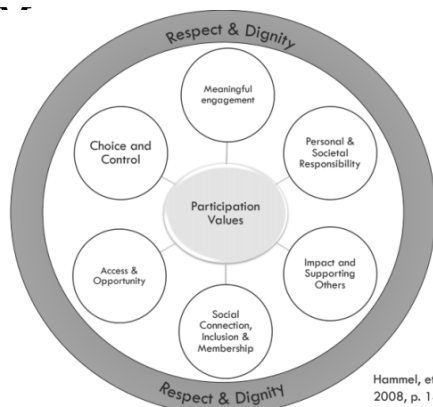
Key Components

- ❖ UNIVERSITY SERVICES
 - ❖ Housing- dorms, roommate
 - ❖ Meals- in university cafeteria
 - ❖ Fitness
- ❖ OPPORTUNITIES-meetings with faculty, community members, individuals in the workplace
- ❖ MENTORING- guiding problem solving processes, students from a variety of majors
- ❖ LIFE SKILLS GROUP-Navigating College 101
- ❖ SCHEDULES- consistency
- ❖ CHALLENGES- money and time management
- ❖ SAFE ENVIRONMENT
- ❖ REFLECTING
- ❖ ACKNOWLEDGE SUCCESSES



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Developing Camp Mentorship Mentor training starts with- p...



Hammel, et al.,
2008, p. 1445)



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Mentor Expectations

- Guide problem solving process
- Demonstrate behavior that is socially appropriate throughout the camp experience
- Be prepared for the unexpected





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Expectations, continued.....

- Set a positive example and provide a good social model for the campers
- Ask questions
- Be flexible
- Encourage campers to take part in activities
- Highlight strengths
- Be on time!

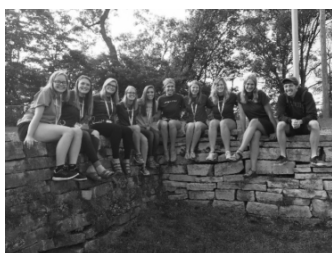
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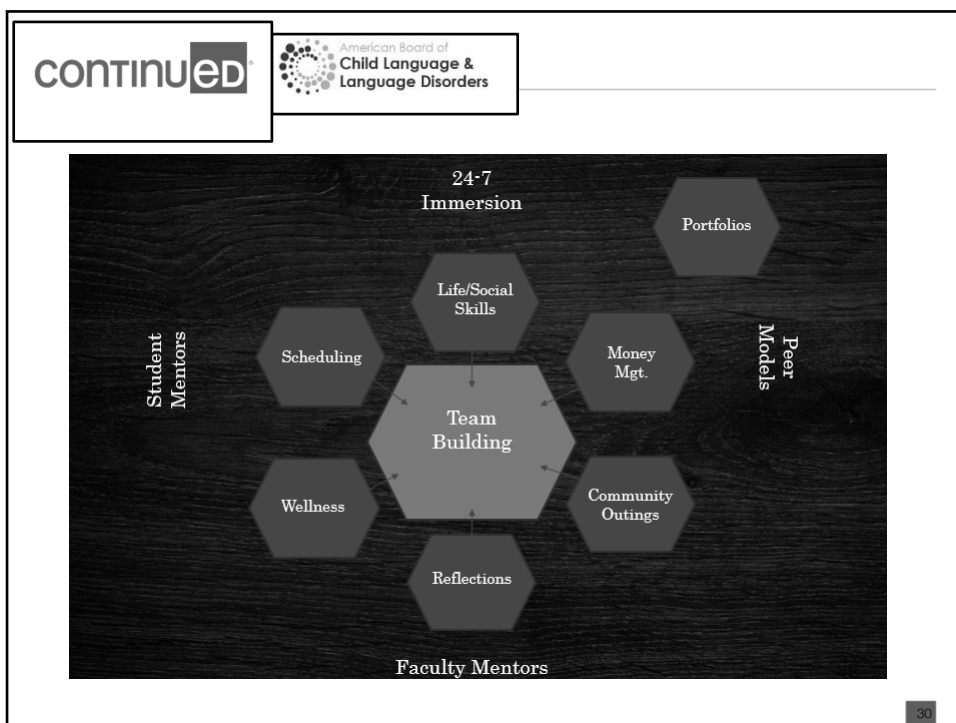
Mentoring

Curriculum Essentials
 To provide experiences that can facilitate Camper's transition to post-secondary education. Focus on interpersonal and life skills with emphasis on team building, self-advocacy and making it possible for Campers to see that college is an achievable goal.





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Camp Schedule

Some consistencies each day

Some variety

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:30				Get Up and Ready for the Day		
7:30-8:00				Leave for Breakfast by 7:30		
8:00-8:30				Breakfast in Hilltop		
8:30-9:00				Leave for Fitness and Change if Needed		
9:00-9:30				Fitness in McPhee w/ Dr. Johnson		
9:30-10:00				McPhee 111		
10:00-10:30				Navigating College 101 Centennial Hall 1916		
10:30-11:00						
11:00-11:30						
11:30-12:00						Awards Ceremony and Lunch HSS 177
12:00-12:30		Box Lunch Davies	Box Lunch Davies	Lunch in Davies Cafe	Box Lunch Davies	
12:30-1:00						
1:00-1:30	Campers Arrive HSS 177	RCU CEN 1916	Portfolio HHH 201		Finish Portfolios HHH 201	
1:30-2:00				Individual Meetings		
2:00-2:30						
2:30-3:00	Scavenger Hunt	Outing in Eau Claire Water St./ Downtown			Admissions CEN 1916	
3:00-3:30						
3:30-4:00	Camper Orientation and Portfolio HHH 107		Individual Meetings and Reflections			
4:00-4:30		SSD CEN 1916		Downtime	Downtime	
4:30-5:00						
5:00-5:30						
5:30-6:00	Pizza Party in Dorm	Supper in Hilltop			Supper in Hilltop	
6:00-6:30						
6:30-7:00	Reflections In Dorm	Low Ropes Course Upper Campus	Evening Outing To Be Determined & Dinner Downtown	Cookout and Tie Dye	Evening Outing To Be Determined	
7:00-7:30						
7:30-8:00						
8:00-8:30						
8:30-9:00						
9:00-11:00						

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Camper Expectations

- ❖ Be Respectful: Of Themselves, Other Campers, Camp Staff, Mentors, Faculty
- ❖ Try: Campers will be expected to at the very least to try each activity or participate in some constructive manner.

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continued

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Getting to Know You!

Low-ropes course-

- Team building exercise
- Working with peers
- Challenges



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continued

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Language Disorders

Daily Events

- ✓ BREAKFAST IN THE CAFETERIA
- ✓ FITNESS
- ✓ NAVIGATING COLLEGE



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continued

continued

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Fitness



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continued

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Navigating College 101

TOPICS-

- *High School vs. College
- *Hidden Curriculum
 - Classroom- need to use the restroom, late for class, emailing your professor
 - Syllabi- styles, content (office hours, due dates, absences)
- *Developing and maintaining relationships- with individuals, entering a group, interacting within a group
- *Dorm Life- communicating with a roommate, solving conflicts
- *Safety

TOOLS-

Poll Everywhere, Giant Jenga, Syllabi, Ice Breaker and Team Building Activities



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UWEC and community collaborations that promote a successful Camp experience

Services for Students with Disabilities
Admissions
Royal Credit Union

Also-

Housing
Food Service
Risk Management



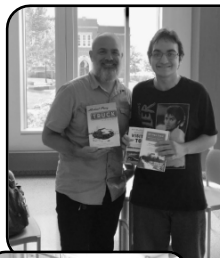
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Meetings...

with faculty and professionals who teach and/or work in the Camper's area of vocational interest.



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Pitfall to Avoid

Overscheduling - allow for
downtime!



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continued

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Downtime Options

Campers make choices based
on options available.

On campus, in the dorm,
downtown, Water St.



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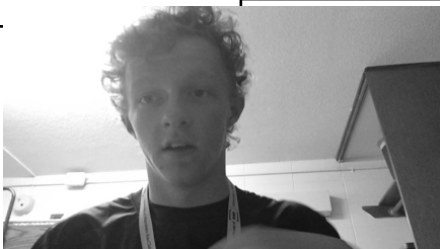
Things we
always do!



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continued

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Language Disorders



Matt

Camp Campus

Video reflection on 2nd full day
Key to a deeper and more detailed
response



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continued

More reflections..

"Camp campus was the place that I probably needed to be the most this summer. It helped be more open with people, and reignited in me the idea that people can be just as open and nice as I try to be. It helped me relax after a turbulent year of high school, and I got to make some new friends. Camp campus was truly amazing!"

"I wouldn't trade my experience for the world. It really helped me prepare for college, I made new friends and it was a very friendly environment."



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After the fact...

- ✓ DEBRIEF
- ✓ SURVEYS
 - ✓ Camper
 - ✓ Parents
 - ✓ Mentors

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Follow-Up

- ☐ Ryan
- ☐ Isaac
- ☐ James

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Questions?



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